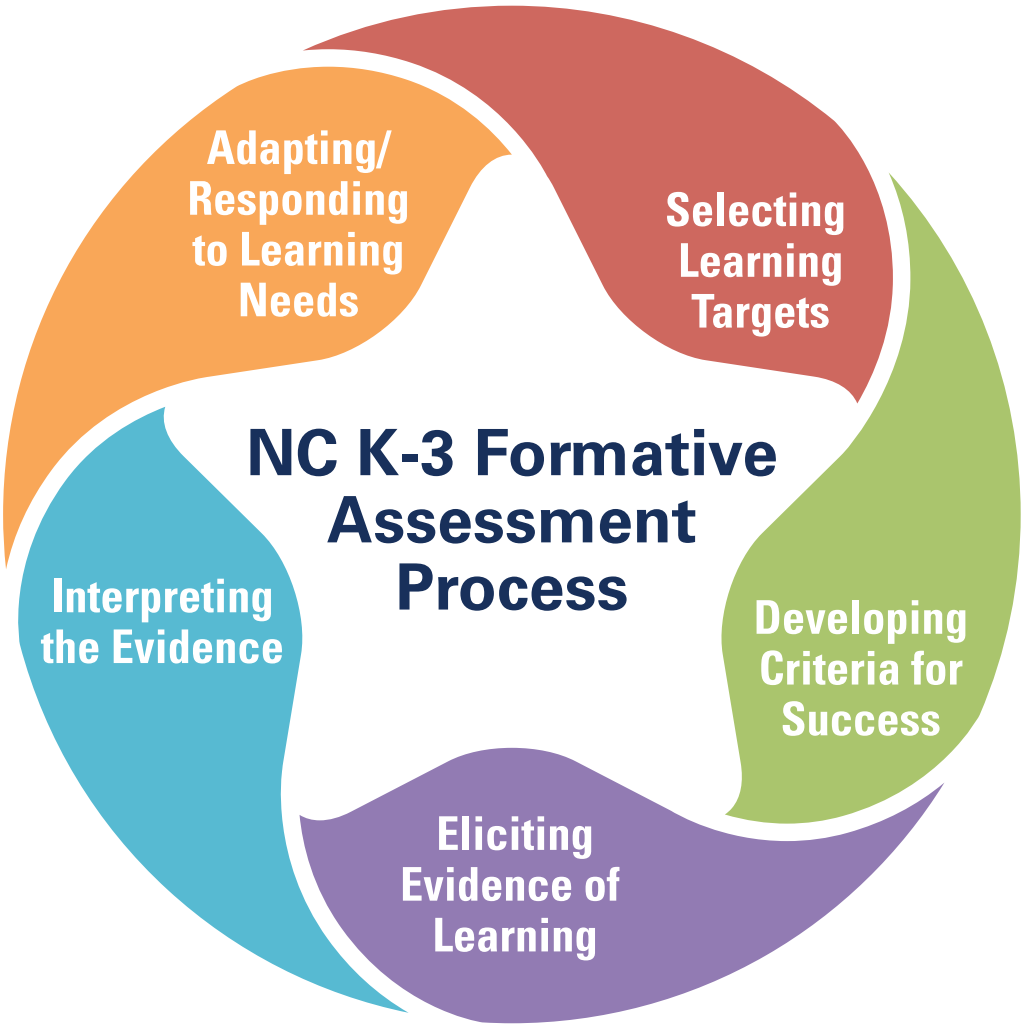
NC K-3 FORMATIVE ASSESSMENT PROCESS

Facilitator's Guide for NC District Implementation Teams



Each child is honored, respected, and
empowered to achieve success in school and life.

INTRODUCTION

NC K-3 FORMATIVE ASSESSMENT PROCESS

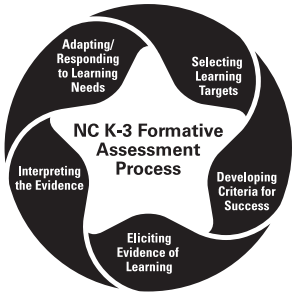
The NC K-3 Formative Assessment Process provides families and teachers information about children in an effort to guide daily instruction and learning. This process is implemented beginning in kindergarten and continued through third grade. Initial implementation of the NC K-3 Formative Assessment Process began in Fall 2015 with kindergarten teachers collecting information about Book Orientation and Print Awareness (Language Development and Communication Domain) and Object Counting (Cognitive Development Domain). In January 2016, K-3rd grade teachers from a select number of districts across the state piloted the full assessment process. Successful implementation of this process is facilitated through a partnership between state, regional, and local education agencies to support educators in their efforts.

ABOUT THIS FACILITATOR'S GUIDE

This guide provides District Implementation Teams with suggested materials and professional development delivery strategies to use when planning, preparing, and providing professional development for the NC K-3 Formative Assessment Process. Because each district is unique and has different needs and circumstances, please adapt these materials as needed in order to make them useful for your particular situation.

Learning Focus

The content within the District Implementation Team Facilitator's Guide is organized around the 5 Critical Components of the Formative Assessment Process:



- Selecting Learning Targets
- Developing Criteria for Success
- Eliciting Evidence of Learning
- Interpreting the Evidence
- Adapting/Responding to Learning Needs

Within these critical components, the following Key Points are addressed:

- The NC K-3 Formative Assessment Process focuses on the whole child
- The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction
- Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies
- Evidence is used to guide instruction

Resources Provided

In an effort to provide districts with the information needed to support teachers' implementation efforts, each section of the Facilitator's Guide includes: 1) Background Information & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips). In addition, suggested follow-up activities and references are included, and technology connections are made where appropriate.

All materials are available electronically: www.nck-3fap.ncdpi.wikispaces.net

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TABLE OF CONTENTS

Although the formative assessment process is cyclical, and one can enter anywhere on the formative assessment cycle, the Facilitator's Guide chapters are ordered as following:

A SPECIAL THANK YOU

We would like to extend a special thank you to the K-3 educators and families who graciously agreed to have photographs and video footage of their classrooms and students included within this Facilitator's Guide.

Amy Blessing – Kindergarten, Malpass Corner Elementary, Pender County Schools

Susan Choplin – Kindergarten, Walkertown Elementary, Winston-Salem/Forsyth County Schools

David Copperwheat –Third Grade, Salem Elementary, Wake County Schools

Jamie Gray – First Grade, Salem Elementary, Wake County Schools

Juliana Harris – Kindergarten, East End Elementary, Martin County Schools

Lee Messer – Kindergarten, Hazelwood Elementary, Haywood County Schools

Marylee Sease – Kindergarten, Hazelwood Elementary, Haywood County Schools

Gina Troball – Kindergarten, Bogue Sound Elementary, Carteret County Schools

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NC K-3 FORMATIVE ASSESSMENT PROCESS VISION

BACKGROUND INFORMATION

The NC K-3 Formative Assessment Process was developed in accordance with a solid research base and in response to ideas of expert teachers of young children across the state of North Carolina. Research supports positive interactions between teachers and students, instruction that focuses on all aspects of child development, and multiple approaches to teaching – together forming the foundation of a formative assessment process. North Carolina teachers informed us that they are eager to balance summative and benchmark assessments with a process that 1) gives them a more complete picture of a child's developing abilities, 2) can be integrated into daily instruction, and 3) is manageable and meaningful. This combination of research and professional wisdom provides the best opportunity for children to demonstrate what they know and are able to do, and to help each child reach challenging and achievable goals that contribute to his/her ongoing development and learning.

The NC K-3 Formative Assessment Process is based on the NCDPI adopted definition (2006) of formative assessment: **a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.** Recently (2014), this definition was also adopted by AERA (American Education Research Association), APA (American Psychological Association), and NCME (National Council on Measurement in Education).

This process is comprised of **5 Critical Components**:

1) **Selecting Learning Targets:** The teacher uses what the student currently knows (learning status) and engages students in the identification of the next understanding/skill to learn (learning target)
2) **Developing Criteria for Success:** The teacher identifies what it will look like when the student has learned the identified understanding/skill
3) **Eliciting Evidence of Learning:** The teacher learns what the students know and are able to do and captures that evidence in a variety of ways (e.g., observation-based notes, video recordings, work samples)
4) **Interpreting the Evidence:** The teacher interprets the evidence elicited and identifies the students' current learning status
5) **Adapting/Responding to Learning Needs:** The teacher makes quick adjustments to instruction based on the interpretation of evidence in the moment and/or within a series of lessons. In addition, the teacher provides descriptive feedback to students that is not graded or evaluative and aligns with the criteria for success.

In contrast to summative assessment, formative assessment occurs in an ongoing manner during – rather than separate from or at the end of – instruction. Evidence gathered helps teachers identify where students are currently in their learning and informs next steps with instruction. Thus, the NC K-3 Formative Assessment is a cyclical process that occurs daily rather than a test that is administered at one point in time.

What is particularly unique for kindergarten within this process is the Kindergarten Entry Assessment portion of the NC K-3 Formative Assessment Process. Throughout the first 60 days of school, kindergarten teachers elicit evidences of learning for every student, enter documentation for every student, and identify learning statuses for every student in order to inform teaching and learning. Teachers then use this information to make Status Summaries, after the first 60 days of school, which depict the teacher's best interpretation of where a child is currently along a construct progression using a collection of evidences and learning statuses made. Status Summaries made by the teacher are then entered into the state's longitudinal data system, creating a portrayal of North Carolina's kindergarteners. With any future requests from the state or federal government, data are reported at the aggregate level without individually identifiable information associated with them. These data will be used to inform decisions regarding additional support and professional development for early learning and development programs and K-3 classrooms rather than for accountability and high-stakes purposes (e.g., to evaluate teachers or early learning programs).

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The NC Department of Public Instruction recognizes formative assessment as an important component of 21st Century Balanced Assessment System and has dedicated materials resources to support its use in NC schools. For more information about NCDPI and the Balanced Assessment System, please visit: ncpublicschools.org/accountability/educators/vision

SUPPLEMENTAL RESOURCES

- **Document:** *Assessment for Learning and Development: A Report by the NC K-3 Assessment Think Tank Report (2013)*
  In response to a mandate by the North Carolina State Legislature and the requirements of the Race to the Top Early Learning Challenge Grant, NC Superintendent June Atkinson convened the K-3 Assessment Think Tank, which included NC schoolteachers, parents, scholars representing seven NC universities, and additional stakeholders. The group was charged with proposing a plan to improve early elementary school learning and instruction through more efficient and effective use of student-centered assessments. This report summarizes the think tank's findings, its proposal for an innovative process to improve learning, and its recommendations for next steps. (36 pages)
  A two-page Executive Summary is also available.
- **Document:** *NC's NC K-3 Formative Assessment Process Critical Components*
  This document describes the core elements for each of the 5 Critical Components of formative assessment and provides examples for expected implementation. *(2 pages)*
- **Document:** *Self Reflection – NC K-3 Formative Assessment Process*
  This document describes each of the 5 Critical Components and can be used to self-assess how each of the critical components is currently in place in daily classroom practice. *(1 page)*
- **Webinar:** *Formative Assessment as the Key to Effective Instructional Practice*
  https://www.relmidatlantic.org/content/formative-assessment-key-effective-instructional-practice
  This Mid-Atlantic Regional Educational Laboratory recorded webinar discusses the systematic process of formative assessment and the evidence it provides to help teachers inform instruction and students inform learning. In addition, the webinar examines the role of school leaders in supporting effective use of formative assessment and strategies that improve teacher effectiveness. Dr. Margaret Heritage is featured in this presentation. Presentation slides, Q&A with Dr. Heritage, and a transcript are also provided. *(2 hours)*
- **Webinar:** *Formative Assessment, Part I (August 2014)*
  This recorded webinar presentation features Dr. Margaret Heritage and Dr. Carmella Fair. Dr. Heritage, a senior scientist at WestEd and consultant for the development of the NC K-3 Formative Assessment Process, examines how formative assessment informs teaching and learning. Dr. Fair, the NC FALCON coordinator at NCDPI, discusses the NC Balanced Assessment System and the important role of formative assessment and how it fits with other types of assessment. The webinar concludes with a Q&A session with participants. *(55 minutes)*
- **Webinar:** *Formative Assessment, Part 2 (October 2014)*
  This NCDPI recorded webinar presentation builds upon the Formative Assessment, Part I webinar by connecting the theory of formative assessment to real-life examples and connects this process to the instructional cycle. Photos and illustrations are provided. You may wish to have the Critical Components document available for reference during this webinar. *(36 minutes)*
- **Webinar:** *Unpacking the Think Tank Report (2014)*
  This NCDPI recorded webinar presentation reviews the content of the 2013 published Assessment for Learning and Development: A Report by the NC K-3 Assessment Think Tank Report. This report was presented to Dr. Atkinson in October 2013 and serves as the driving force for the current assessment design phase of the project. The content of the report includes research-based educational claims about what is essential for children in kindergarten through third grade to know

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and be able to do. It also emphasizes the integrated nature of learning and child development during the early years. During this webinar, these educational claims are explored. *(17 minutes)*

- **Webpage:** *NCDPI Accountability & Services Division: Learn More About Formative Assessment* This NCDPI webpage outlines the state-adopted definition of formative assessment and provides presentations, multimedia resources, and other learning tools to support districts in implementing a formative assessment process.

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

KEY POINT: The NC K-3 Formative Assessment Process is intended to be an ongoing and integral part of the instructional and learning process for teachers and students.

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
NC K-3 Formative Assessment Process Introduction	The NC K-3 Introduction & Overview	1		✓	30-45 minutes	6
	The NC K-3 Introduction & Overview	2	✓		30-45 minutes	9
	An Enabler of Learning	3		✓	30-45 minutes	12
	Attributes of Formative Assessment	4		✓	30-45 minutes	14
NC K-3 Formative Assessment Vision	What's the Vision?	5	✓	✓	60-90 minutes	16
	What's the Vision?	6		✓	90-120 minutes	20
	What's the Vision?	7	✓		45-60 minutes	23

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Learning Focus: *The NC K-3 Formative Assessment Process*

The NC K-3 Introduction & Overview

1

30-45 minutes

✓ **Face-to-Face**

Materials:

- *The NC K-3 Formative Assessment Process* flyer
- *Formative Assessment* Prezi
- *Structures for Implementation* PowerPoint
- *What? So What? Now What?* recording sheet

Directions:

1. Depending on your need, select one or more of the presentations listed in the Materials section. You may also wish to use the *NC K-3 Formative Assessment Process* flyer, which can found on at www.nck-3fap.ncdpi.wikispaces.net.

2. Using the notes provided for each slide, walk through the selected presentations with the participants. Provide an opportunity for participants to review the flyer as well.

3. Distribute a copy of the *What? So What? Now What?* recording sheet to participants.

4. Using the "What? So What? Now What?" reflection model, ask participants to discuss the information just shared. You may wish to walk everyone through the questions together, or provide them as the framework for each group to use as they work independently. As participants to write their responses on the recording sheet.

   WHAT?
   This part of the entry should note facts and statements.
   - What did you learn? What stood out to you?
   - What are the facts about the NC K-3 Formative Assessment Process?

   SO WHAT?
   Now begin to analyze your observations.
   - What were your professional feelings, perceptions, questions, and ideas?
   - How does this connect to your teaching practices?

   NOW WHAT?
   Combine your observations and experiences with what you learned in the Introduction and Overview.
   - What impacts will the NC K-3 Formative Assessment Process have on students and their demonstration of learning in your classroom?
   - Knowing what you know now, what are one or two positive steps you can take to ensure successful implementation of the NC K-3 Formative Assessment Process?

5. Conclude by asking participants to share some of their points discussed with the whole group. Reinforce key points as appropriate.

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WHAT? SO WHAT? NOW WHAT?
Recording Sheet

Directions: Please use the following questions and prompts to reflect and respond to the NC K-3 Formative Assessment Process materials.

WHAT?
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- What did you learn? What stood out to you?
- What are the facts about the NC K-3 Formative Assessment Process?

SO WHAT?
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ADAPTED FROM THE NATIONAL YOUTH LEADERSHIP COUNCIL

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Learning Focus: *The NC K-3 Formative Assessment Process*

The NC K-3 Introduction & Overview

2

30-45 minutes

✓ **Independent**

Materials:

- *The NC K-3 Formative Assessment Process* flyer
- *The NC K-3 Formative Assessment Process* Prezi
- *The NC K-3 Implementation* PowerPoint
- *What? So What? Now What?* recording sheet
- Virtual collaborative space

Pre-Learning Activity

Prior to the face-to face meeting, set up a collaborative virtual space and post the questions found on the *What? So What? Now What?* recording sheet. Then, email the *NC K-3 Formative Assessment Process* flyer: (which can be found at www.nck-3fap.ncdpi.wikispaces.net) and the presentation(s) of choice to the participants. Ask participants to review the materials and come prepared to discuss the materials at the upcoming meeting.

Sample Email:
The NC K-3 Formative Assessment Process was developed using research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward. Please read the *NC K-3 Formative Assessment Process* flyer and watch the presentations: _____. Then, go to _____ virtual collaborative space and respond to the questions. We will discuss the information about the NC K-3 Formative Assessment Process and your thoughts at our next meeting on _____.

Link to Material(s):

Link to Collaborative Space:

Directions:

1. Distribute a copy of the *What? So What? Now What?* recording sheet to participants.

2. Using the What? So What? Now What? reflection model, adapted from the National Youth Leadership Council, ask participants to discuss the information just shared. You may wish to walk everyone through the questions together, or provide them as the framework for each group to use as they work independently. Ask participants to write their responses on the recording sheet.

   WHAT?
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SO WHAT?

Now begin to analyze your observations.

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NOW WHAT?

Combine your observations and experiences with what you learned in the Introduction & Overview.

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Learning Focus: *The NC K-3 Formative Assessment Process*

An Enabler of Learning

3

30-45 minutes

✓ **Face-to-Face**

Materials:

- Playing cards, sorted and grouped according to the number of participants
- Article: *An Enabler of Learning* by Margaret Heritage (one copy per participant)
  - Retrievable at www.nck-3fap.ncdpi.wikispaces.net

Directions:

1. As each participant arrives, have him/her select one playing card.
2. Distribute a copy of the article to each participant and ask the participants to read the first two paragraphs and the section that corresponds to his/her playing card's suit:
   - **Hearts:** *The Teacher's Role*
   - **Clubs:** *Feedback*
   - **Diamonds:** *The Students' Role*
   - **Spades:** *Classroom Climate & Conclusion*
3. Next, ask the participants to form four groups according to the suit of their card. For example, all of the participants with hearts, who read *The Teacher's Role*, will form a larger group. Once groups are formed, ask participants to 1) discuss the information to make sure they all understand the information related to the group's targeted section and 2) identify the most important points in the assigned section.
4. Then, regroup the participants by the number on their cards. For example, all of the participants with a "5" playing card will form a group. Once groups are formed, have the hearts group teach the other participants about their section; then clubs; then diamonds, then spades. Once all four suits have been called, the group will have debriefed the entire article. If you have participants that do not have all four suits, invite them to join another group and co-teach their portion of the article.
5. Finally, ask each participant to individually answer one or more of the following questions on a notecard to be submitted as their exit ticket.
   - *What most resonated with you? What had the greatest impact on you?*
   - *What was something new to you?*
   - *In what ways are you already using the formative assessment process?*
   - *Why do you think the formative assessment process is important?*
   - *In what ways might students in your classroom be a part of the formative assessment process?*

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Learning Focus: *The NC K-3 Formative Assessment Process*

Attributes of Formative Assessment

4

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Attributes of Effective Formative Assessment* by Margaret Heritage article
- *Summary Strategies* handout

Pre-Learning Activity:

Prior to the face-to-face meeting, email the *Attributes of Effective Formative Assessment* article to the participants. Ask participants to read the article and come prepared to discuss the material at the upcoming meeting.

Directions:

1. Select a summary strategy from the handout.
2. Place participants in small groups and explain the directions based on the Summary Strategy selected.
3. Highlight main ideas as needed.

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SUMMARY STRATEGIES

3-2-1 List: **3** main points (or 3 things that resonated with you [or your group])
2 ideas that fit with your personal teaching experience, and
1 question you still have

$5 SUMMARIES

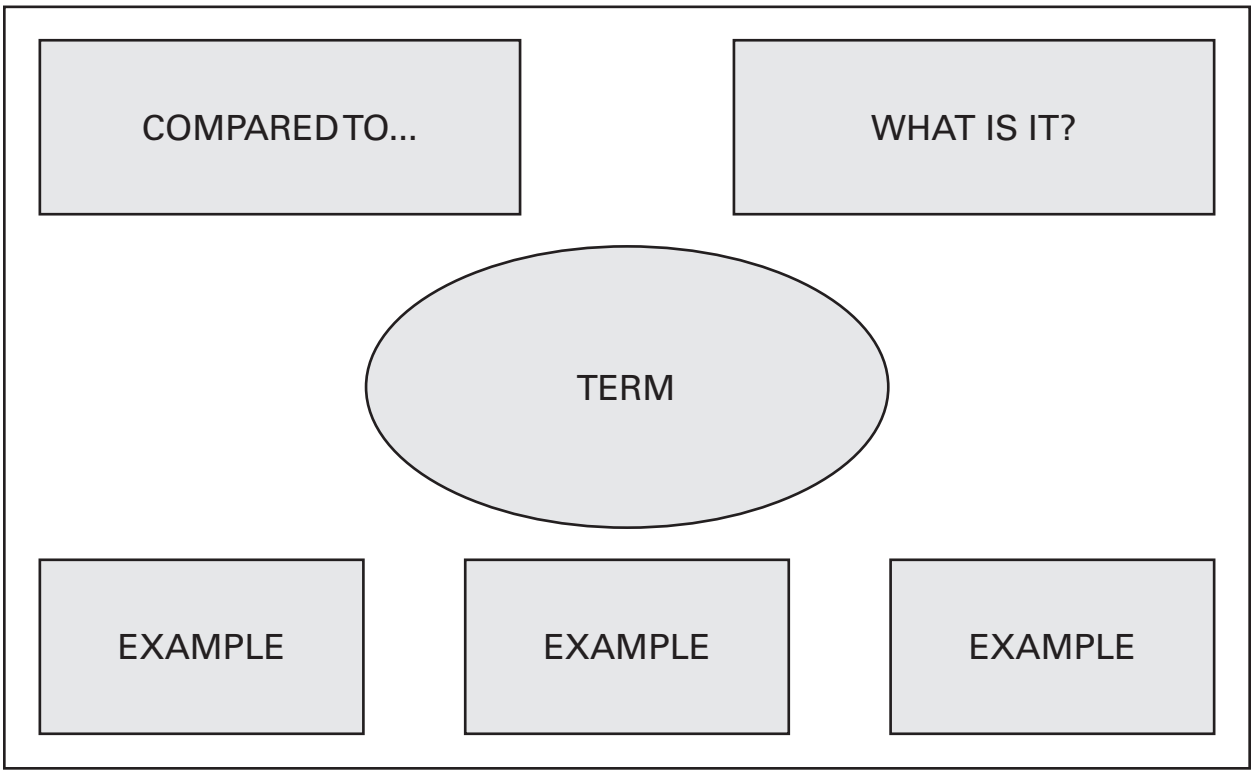
With each word worth 10 cents, write a $5 summary of the learning from the article.

EXPERT GROUPS / JIGSAW

Divide the article into five to six sections and place participants in groups with the same number of participants as sections of the article. Then, ask each participant in a group to independently read one section of the article. Next, mix participants into groups by section read (e.g., all who read section 1 form a group). Ask participants to discuss the assigned section of the article to become an "expert" of that section. Last, have participants return to their original group and share/summarize their section of the article to the rest of the group. Once all members of the group share, the full article will be discussed.

WORD MAP

Ask participants to use the Word Map to unpack a particular term or aspect of the article read.



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Learning Focus: *The NC K-3 Formative Assessment Process*

What's the Vision?

5

60-90 minutes

✓ **Face-to-Face**
✓ **Independent**

Materials:

- *NC K-3 Formative Assessment Process* video
- *Visible Thinking* recording sheet, electronic version
- 3 Charts (titled: "I See," "I Think," "I Wonder")
- Additional chart paper, as needed
- Markers
- *The Vision* Powerpoint

Pre-Learning Activity:

Prior to the face-to-face meeting, email a link to the *NC K-3 Formative Assessment Process video* and the *Visible Thinking* recording sheet to the participants. Ask participants to view the video independently, record their thinking on the *Visible Thinking* recording sheet, and come prepared to discuss their thoughts at the meeting.

Sample Email:
The NC K-3 Formative Assessment Process was developed using research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward.

Please watch the video about the NC K-3 Formative Assessment Process, and record your thoughts using the attached "I See, I Think, I Wonder" Visible Thinking recording sheet. Bring your recording sheet to our meeting on _____, and come prepared to discuss your thoughts at the meeting.

Link to Video:

Directions:

1. At the face-to-face meeting, display each of the three charts and markers in different areas of the room. As participants enter, ask them to write their reflections from the pre-learning activity on each of the corresponding charts. Add additional chart paper as needed.

2. After all participants have recorded their reflections, divide the participants up into three groups (e.g., count off 1, 2, 3), and assign each group to one of the charts.

3. Ask each group to read all of the reflections and work together to draft a summary of the big idea(s) from the chart. Then, ask each group to select a reporter to share the summary with the whole group.

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4. Once groups have shared their summaries, show the video and ask participants to now watch for evidences/examples of the following:
    - Development of the whole child
    - Instructional and assessment practices
    - Collecting evidence of student learning
    - Using evidence to guide instruction

5. After the video, extend the discussion by asking guiding questions to highlight key points regarding the vision. For example:

    FACILITATOR: Let's now think about the video in relationship to the whole child. In the video, what evidence did you see that attention was placed on the development of the whole child?

    TEACHER: I saw children learning about many different things. I saw them working with math manipulatives, exploring ladybugs, writing about feelings in their journal, and building a library with blocks. It wasn't just about reading.

    FACILITATOR: So, based on those observations, what does that make you think or assume with respect to the learning environment?

    TEACHER: I think that the teachers recognize it's important to know that one area of development impacts other areas of development. For example, fine motor development impacts writing, cutting, and manipulating small objects in the science center. It's all integrated!

    FACILITATOR: What does that make you wonder about? and/or What questions do you have in order for this to happen in a classroom?

    TEACHER: I wonder how to find time to focus on everything.

6. After several participants have reflected upon this topic using the same format as above, use the Key Points slides to highlight the key point(s) to the participants if not addressed through their comments.

    FACILITATOR: I heard you talk about different areas of development. [Show *The Vision* PowerPoint.] The NC K-3 Formative Assessment Process focuses on the whole child. This means that it focuses on more than reading and math. It focuses on five "Domains of Learning and Development." It is essential that teachers support children's development in all of these areas. Throughout our work we will explore these areas more deeply.

KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

- By focusing on the whole child, attention is placed on areas beyond those typically assessed (e.g., mathematics and literacy).
- For purposes of this assessment process, the whole child is comprised of five Domains of Learning and Development: Approaches to Learning, Cognitive Development, Emotional-Social Development, Health & Physical Development, and Language Development & Communication.
- Each area of development impacts other developmental areas.

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7. Next, ask the following questions while continuing to use the "I See, I Think, I Wonder" format. As you ask each set of questions, listen to what the participants see, think, and wonder about. Once two to three participants have had an opportunity to reflect about a topic, highlight the key point before moving to the next topic.
    - In the video, what did you see in terms of **instruction and assessment practices**?
    - What does that make you think or assume about the characteristics of the learning environment?
    - What does that make you wonder about?

KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

- A teacher can learn about his/her students in a variety of ways during instruction. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

- In the video, what did you see in terms of **collecting evidence of student learning**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

- In the video, what did you see in terms of **using evidence to guide instruction**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

KEY POINT: Evidence is used to guide instruction.

- Teachers use a variety of data to better understand what their students know and are able to do.
- This helps teachers plan and adjust instruction in an ongoing manner, thus meeting the needs of all students.

8. Last, conclude the meeting by asking participants to reflect upon the vision and then individually write (on the back of their recording sheet) about an aspect of the NC K-3 Formative Assessment Process Vision that resonated with them and why. Have each participant submit his/her thoughts as an exit ticket.

NOTE TO FACILITATOR: Use the exit tickets to learn about which aspects of the vision were important to the participants, and identify areas for future planning with the District Implementation Team and your regional consultant.

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I SEE / I THINK / I WONDER

- What do you see?
- What does that make you think or assume?
- What does it make you wonder?

What do you see?	What does that make you think or assume?	What does it make you wonder?

Visible Thinking recording sheet
Adapted from: Artful Thinking
http://pzweb.harvard.edu/tc/see_think_wonder.cfm

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Learning Focus: *The NC K-3 Formative Assessment Process*

What's the Vision?

6

90-120 minutes

✓ **Face-to-Face**

Materials:

- *NC K-3 Formative Assessment Process* video
- *Visible Thinking* recording sheet, one per participant
- *The Vision* PowerPoint

Directions:

1. Introduce the video to the participants.
2. Next, watch the video together. After the video, ask participants to count off into three groups.
3. Ask one group to move to the corner of the room to discuss what they actually saw happening in the video. Ask another group to move to an area and discuss what the video made them think or assume about the classroom/school. Ask the third group to move to an area to discuss what the video made them wonder about or questions they have about the classroom in order for this to occur.
4. Then ask each group to share with the whole group two or three thoughts from their discussions.
5. Once groups have shared their ideas, extend the discussion by asking guiding questions to highlight key points regarding the vision, using the "I See, I Think, I Wonder" format. Listen carefully to what the participants think and wonder about as you ask each set of questions. Once two to three participants have had an opportunity to reflect about a topic, highlight the key point before moving to the next topic if not articulated by the participants.

   For example:

   FACILITATOR: Let's now think about the video in relationship to the whole child. In the video, what evidence did you see that attention was placed on the development of the whole child?

   TEACHER: I saw children learning about many different things. I saw them working with math manipulatives, exploring ladybugs, writing about feelings in their journal, and building a library with blocks. It wasn't just about reading.

   FACILITATOR: So, based on that observation, what does that make you think or assume with respect to instructional practices?

   TEACHER: I think that the teachers recognize it's important to know that one area of development impacts other areas of development. For example, fine motor development impacts writing, cutting, and manipulating small objects in the science center. It's all integrated!

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FACILITATOR: What does that make you wonder about? or What questions do you have in order for this to happen in a classroom?

TEACHER: I wonder how to find time to focus on everything.

6. After several participants have reflected upon this topic using the same format as above, the facilitator uses *The Vision* PowerPoint to highlight the key point to the participants if not addressed through their comments.

   For example:

   FACILITATOR: I heard you talk about different areas of development. [Show *The Vision* PowerPoint.] The NC K-3 Formative Assessment Process focuses on the whole child. This means that it focuses on more than reading and math. It focuses on five "Domains of Learning and Development." It is essential that teachers support children's development in all of these areas. Throughout our work we will explore these areas more deeply.

KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

- By focusing on the whole child, attention is placed on areas beyond those typically assessed (e.g., mathematics and literacy).
- For purposes of this assessment process, the whole child is comprised of five Domains of Learning and Development: Approaches to Learning, Cognitive Development, Emotional-Social Development, Health & Physical Development, and Language Development & Communication.
- Each area of development impacts other developmental areas.

7. Next, ask the following questions while continuing to use the "I See, I Think, I Wonder" format. As you ask each set of questions, listen to what the participants see, think, and wonder about. Once two to three participants have had an opportunity to reflect about a topic, highlight the key point before moving to the next topic.
   - In the video, what did you see in terms of **instruction and assessment practices**?
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- A teacher can learn about his/her students in a variety of ways during instruction. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

   - In the video, what did you see in terms of **collecting evidence of student learning**?
   - What does that make you think or assume about the characteristics of the learning environment?
   - What does that make you wonder about?

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KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

- In the video, what did you see in terms of **using evidence to guide instruction**?
- What does that make you think or assume about the characteristics of the learning environment?
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KEY POINT: Evidence is used to guide instruction.

- Teachers use a variety of data to better understand what their students know and are able to do.
- This helps teachers plan and adjust instruction in an ongoing manner, thus meeting the needs of all students.

8. Last, conclude the meeting by asking participants to individually reflect upon the vision and then individually write (on the back of their recording sheet) about an aspect of the NC K-3 Formative Assessment Process Vision that resonated with him/her and why it specifically resonated. Have each participant submit his/her thoughts as an exit ticket.

NOTE TO FACILITATOR: Use the exit tickets to learn about which aspects of the vision were important to the participants, and identify areas for future planning with the District Implementation Team and your regional consultant.

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Learning Focus: *The NC K-3 Formative Assessment Process*

What's the Vision?

7

45-60 minutes

✓ **Independent**

Materials:

- *NC K-3 Formative Assessment Process* video
- Virtual collaborative space

Directions:

PART 1

Email a link to the video and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle) to participants. Ask participants to view the video independently and use the collaborative space to record their thoughts using the "I See, I Think, I Wonder" format. Request that all responses be entered by a determined date.

Sample Email:

The NC K-3 Formative Assessment Process was developed using research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward.

Please watch the video about the NC K-3 Formative Assessment Process. Then, go to __ virtual collaborative space and answer each of the questions. We will discuss this video and your thoughts at our next meeting on __.

Link to Video:
Link to Collaborative Space:

Questions for Virtual Collaborative Space:

- In the video, what did you see in terms of **development of the whole child**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

- In the video, what did you see in terms of **instruction and assessment practices**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

- In the video, what did you see in terms of **collecting evidence of student learning**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

- In the video, what did you see in terms of **using evidence to guide instruction**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

PART 2

Following your district implementation action plan, have the participants' responses available for the follow-up experience in order to ensure that participants understand the key points of the video. For example, invite participants to discuss their thoughts about the video with other colleagues during a grade-level meeting or a professional learning community in the school. Ask participants to reflect upon the key points and discuss strategies that illustrate each of the points.

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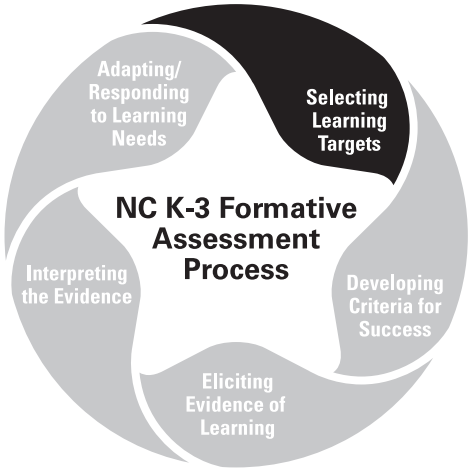
SELECTING LEARNING TARGETS

SELECTING LEARNING TARGETS



In order for teachers and students to know where to head next in the students' learning and development, learning targets need to be identified. The teacher uses the current learning status (**What does the student currently know?**) and engages students in the development of learning targets (**What is the next understanding/skill the student needs to learn?**).

CRITICAL COMPONENT: SELECTING LEARNING TARGETS	
Core Element	**Expected Implementation**
LEARNING TARGETS: Learning targets are the building blocks of learning of concepts/skills/practices (e.g., a step along the construct progression). Learning targets reflect the learning that teachers expect students to achieve in an instructional sequence (e.g., 1-2 lessons) and are developed with students (when appropriate) and stated in language that students can understand (e.g., "I can …" statements).	Uses the current learning status and engages individual students in the development of learning targets (when appropriate) in meaningful and appropriate ways to support learning (e.g., using "I can …" statements).

Because the NC K-3 Formative Assessment Process focuses on the whole child, learning targets are identified across **5 Domains of Learning and Development**. In addition, **construct progressions** are used to help identify the learning targets the students need to learn. In this chapter, 1) Background Information, Supplemental Resources, & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided for these two important components of the NC K-3 Formative Assessment Process.

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FIVE DOMAINS OF LEARNING AND DEVELOPMENT

BACKGROUND INFORMATION

Emphasizing the Whole Child

Although scholars, educators, and policy leaders sometimes parse reports about students into separate silos that address literacy, mathematics, and other subjects, children learn and develop as whole beings. A child's approach to learning affects that child's physical well-being, which is necessary for language and cognitive learning and social-emotional development, which reciprocally affect that child's evolving approach to learning (Dweck, 2006). Thus, progress in one domain does not occur in isolation; it influences the development in other domains (Copple & Bredekamp, 2009). The benefits of a more holistic perspective can extend beyond content areas and developmental domains and apply to culture, race, gender, and ethnicity as well.

All aspects of a child's learning and development are important to lifelong success, and when fully developed, support children for the current and future challenges and opportunities of our global world (ASCD, 2012).

Given the integrated nature of development and learning across domains, supporting children more adequately in all domains promotes increased positive outcomes in student achievement. Therefore, the five interrelated domains of learning and development included in North Carolina's definition of school readiness (Ready for School Goal Team, 2000) should constitute the focus of education during the early elementary school years and will serve as the organizing structure for the NC K-3 Formative Assessment Process. These five domains include the following:

1. Approaches to Learning
2. Cognitive Development
3. Emotional-Social Development
4. Health & Physical Development
5. Language Development & Communication

Within each of the 5 Domains of Learning and Development, the NC K-3 Assessment Think Tank developed claims – broad goals that identify the knowledge, abilities, and learning approaches most essential for children to develop during kindergarten through third grade. These claims were used to identify specific constructs for which the assessment would focus. These constructs are currently as follows:

Domain	Construct
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting Problem Solving
Emotional-Social Development	Emotional Literacy Emotion Regulation
Health & Physical Development	Fine Motor: Grip and Manipulation • Hand Dominance Gross Motor: Weight Distribution for Walking • Pathways • Stair Climbing Midline Motor Development
Language Development & Communication	Book Orientation Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing

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In addition, the content of the NC K-3 Formative Assessment Process is aligned with both North Carolina Foundations for Early Learning and Development, and the Standard Course of Study (Common Core State Standards and North Carolina Essential Standards). Although it will not address every standard, the process will assess the most essential knowledge, abilities, and approaches toward learning.

Five Domains of Learning & Development

Approaches to Learning:

Strong capacities for executive functions (e.g., managing time, paying attention, planning and organizing) and self-regulation (e.g., ability to monitor and control own behavior, emotions or thoughts according to the situation) are consistent statistical predictors of good performance in school (Blair & Razza, 2007; Duncan et al., 2007). Students observed by teachers to be strong on these dimensions early in the Pre-K–Grade 3 period performed better and learned more in reading and math throughout elementary school (Fantuzzo, Perry & McDermott, 2004; Hair, Halle, Terry-Humen, Lavelle & Calkins, 2006; McClelland, Acock & Morrison, 2006; Blair & Razza, 2007; McClelland et al., 2007; Li-Grining, Votruba-Drzal, Maldonado-Carreno & Haas, 2010; Farris, Burke Lefever, Borkowski & Whitman, 2013). When researchers conducted an experiment using teaching tools that specifically strengthened executive functioning capacity, they saw improvement not only in students' executive functioning but also in their math performance (Holmes, Gathercole & Dunning, 2009; Raver et al., 2011). Many attention and behavior problems that interfere with students' ability to learn are related to a diminished capacity for executive functions, self-regulation, or metacognition (Kreppner, O'Connor & Rutter, 2001; Vuontela et al., 2013).

Cognitive Development:

Children's cognitive capabilities provide the foundation for learning that occurs in school and in life. These cognitive skills – including regulating attention, remembering, reasoning, and problem solving – enable children to understand new information and apply it to new situations. Research indicates that strong cognitive skills positively affect educational outcomes (Raver, 2012; Evans & Rosenbaum, 2008; Duckworth & Seligman, 2005). Moreover, the continuing development of cognitive skills, as necessary for ongoing academic mastery, depends upon active engagement in developmentally appropriate education.

Student engagement is vital for successful learning with *current* learning experiences as well as for the continuing development of children's beliefs, values, and attitudes about learning. In this regard, the early elementary school years are vital for the growth of personal attributions that support continued success in school and, moreover, lifelong learning (Wigfield, Cambria & Eccles, 2012).

Emotional-Social Development:

It is the essential task of teachers of young children to support their students' social and emotional development. Without attention to this important aspect of development, children's success cannot be optimized. Simply stated, healthy emotional development and positive relationships are the foundation to children's ability to explore materials and actively engage in learning. Further, students' relationships with one another are critical in fostering students' commitment to school and promoting academic success (Blum & Libbey, 2004; Hamre & Pianta, 2006; Hawkins, Smith & Catalano, 2004; Jennings & Greenberg, 2009). The time and effort teachers put into creating a classroom community centered on caring and mutual respect pay dividends far beyond the initial investment (Hamre & Pianta, 2001; Pianta & Stuhlman, 2004).

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Health & Physical Development:

Physical growth, motor development, and health are central to children's learning and are fundamental to a lifelong healthy and active lifestyle. Health programs can reduce the prevalence of health risk behaviors among young people and have a positive effect on academic performance (Basch, 2010). In addition, regular physical activity has been shown to result in the prevention of many health risks (Ball & McCargar, 2003). The claims regarding Health & Physical Development encompass the conceptual knowledge needed for supporting healthy behaviors and the application of skills in authentic situations.

Language Development & Communication:

The importance of acquiring and developing language and communication competencies is evident for future success in school and in society. The development of these early competencies is essential to later learning (Snow, Burns & Griffin, 1998), can predict future school achievement (National Reading Panel, 2000), and is fundamental to future success in both school and life (Neuman, Copple & Bredekamp, 2004). This domain integrates foundational skills that children need to acquire, apply, and continue language and communication development. It addresses increasingly complex abilities within the contexts of home, school, and community.

SUPPLEMENTAL RESOURCES

- ***Document:*** *5 Domains of Learning & Development*
  This document provides a definition of each of the five domains and identifies the Think Tank claims made within each domain. (2 pages)
- ***LiveBinder:*** *Five Domains of Learning & Development*
  This LiveBinder unpacks each of the five domains, providing a more detailed look at the various domains of development and learning. It also provides resources for the integrated nature of teaching, learning, and assessment. This LiveBinder can be used as an independent self-study tool or integrated within a collaborative learning experience (e.g., Professional Learning Community or a staff training session).
- ***Webinar:*** *5 Domains of Learning & Development (April 2014)*
  This recorded webinar presentation supports teachers in assessing the five domains of learning and development as identified by North Carolina's definition of school readiness and aligned with North Carolina Foundations for Early Learning and Development. Recognizing that all domains of learning are intertwined and that development in one domain affects growth and learning in others, it is essential for educators to support development in these areas in an effort to help children reach their potential. (50 minutes)

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

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KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

For purposes of this assessment process, the whole child is comprised of the 5 Domains of Learning and Development. Within each domain are constructs on which the assessment focuses.

Domain	Construct
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting Problem Solving
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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
The NC K-3 Formative Assessment Process focuses on the whole child.	The 5 Domains	8		✓	45-60 minutes	32
	The 5 Domains	9	✓		45-90 minutes	37

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Learning Focus: *The NC K-3 Formative Assessment Process focuses on the whole child.*

The 5 Domains

8

45-60 minutes

✓ **Face-to-Face**

Materials:

- *5 Domains* LiveBinder
- *5 Domains* recorded webinar
- *5 Domains* PowerPoint
- *5 Domains of Learning and Development* 2-page handout
- *5 Domains Participant* recording sheet
- Index cards (or other scrap paper)

Pre-Learning Activity:

Prior to this professional development activity, ask participants to explore some or all of the *Five Domains of Learning & Development* LiveBinder or the *5 Domains of Learning & Development* recorded webinar suggested in the supplemental resources on page 30 to become aware of the domains of learning and development.

Directions:

1. Introduce the notion that the NC K-3 Formative Assessment Process focuses on the whole child.

   Example Introduction:
   The NC K-3 Formative Assessment focuses on the whole child. We know that children develop and learn in an integrated nature. In order to adequately support positive outcomes in student achievement, intentional support and attention to a child's growth and development in the 5 Domains of Learning and Development are essential. The NC K-3 Formative Assessment Process is organized around the five domains and aligned with the North Carolina Foundations of Early Learning and Development (Birth–Pre-K Standards) and the North Carolina Standard Course of Study (NC Essential Standards and Common Core).

   We will consider all 5 Domains of Learning and Development since they are so connected and relate to the whole child. The 5 Domains of Learning and Development are:
   1. Approaches to Learning
   2. Cognitive Development
   3. Emotional-Social Development
   4. Health & Physical Development
   5. Language Development & Communication

2. Then, provide each participant with the *5 Domains of Learning and Development* 2-page handout, ask participants to independently read the definition and Think Tank claims for a specified domain, and select word(s) and/or phrase(s) that stand out within the domain's definition and claims.

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3. Next, ask participants to discuss the key words/phrases with table partners.

4. Then, using the *5 Domains* PowerPoint as applicable, review the key ideas for the domain with the participants.

5. Repeat this process with the remaining domains.

6. Conclude the activity by asking participants to write (on index cards) about an aspect of the domains that resonated with them and describe why. Ask each participant to submit his/her thoughts as an exit ticket for later review and planning with the District Implementation Team and your regional consultant.

Follow-Up Activities:

Following this professional development activity, ask participants to explore some or all of the 5 Domains LiveBinder or watch the *5 Domains of Learning & Development* recorded webinar to learn more about these domains of learning and development.

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THE 5 DOMAINS OF LEARNING AND DEVELOPMENT

1. **Approaches to Learning** addresses how children learn and includes children's attitudes toward and interest in learning. It reflects behaviors and skills such as curiosity, planning, flexibility, motivation, focus, problem-solving, and persistence. Children show these characteristics in the way they learn in all the domains and curriculum areas.

   ThinkTank Claims:
   a. Students can effectively solve problems by defining goals, describing steps, and evaluating alternative strategies in both academic and social interactions.
   b. Students can maintain focus and persevere to accomplish collaborative and individual tasks whether those tasks are chosen by them or assigned to them.
   c. Students can demonstrate curiosity by seeking opportunities – whether independently or in collaboration with peers and teachers – to extend their knowledge.

2. **Cognitive Development** focuses on children's ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, children play an active role in their own cognitive development. They begin to explain, organize, construct, and predict skills that lay the cognitive foundation needed to explore and understand increasingly sophisticated concepts and the world in which they live. They learn to apply prior knowledge to new experiences, and then use this information to refine their understanding of concepts, as well as form new understandings.

   ThinkTank Claims:
   a. Students can use content-independent abilities and strategies as well as content-specific skills, processes, and approaches to solve problems and acquire information.
   b. Students can make connections to prior learning, construct knowledge, and demonstrate their understanding using multiple modes of expression.
   c. Students can come to understand themselves as learners and acquire dispositions (attitudes, beliefs, and values) that support their academic engagement.

3. **Emotional-Social Development** includes children's feelings about themselves and also addresses their ability to relate to others. Learning to manage and express emotions is also a part of this domain. Children's development in this domain affects their development in every other domain. For instance, children who develop a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle problems or difficulties that may arise.

   ThinkTank Claims:
   a. Students can identify and communicate about emotions in themselves and others.
   b. Students can talk about and use strategies to regulate responses to their own emotions.
   c. Students can form and sustain healthy relationships with adults and peers.
   d. Students can use appropriate social skills to interact with adults and peers in school.

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4. **Health & Physical Development** focuses on physical growth, motor development, sound nutritional choices, self-care, and health/safety practices. This domain is the foundation for the future health and well-being of all children. Good physical health and motor development support children's learning and play a part in their ability to be successful in almost any type of activity.

   ThinkTank Claims:

   a. Students can demonstrate conceptual knowledge to support healthy behaviors and the reduction of health risks.
   b. Students can develop skills that contribute to healthy behaviors and the reduction of health risks.
   c. Students can demonstrate competencies in motor skills and movement patterns.

5. **Language Development & Communication** focuses on the foundational skills that children acquire and use in early elementary school and which continue to develop throughout their schooling. These skills include speaking, listening, reading, and writing. This domain encompasses nonverbal and verbal language skills used in understanding language and speaking effectively with others, as well as important emergent literacy skills in early reading and writing. This domain provides an integrated approach for understanding and supporting language and literacy development in children.

   ThinkTank Claims:

   a. Students can use and continue to develop effective listening and communication skills (e.g., verbal and nonverbal) for a range of purposes, audiences, and settings/contexts in increasingly complex ways.
   b. Students can acquire and integrate vocabulary, concepts, and the structure of language in increasingly complex ways.
   c. Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts.
   d. Students can acquire the written communication skills that empower students to express their ideas, opinions, and knowledge for a range of purposes and audiences.

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5 DOMAINS PARTICIPANT
Recording Sheet

As you read about each of the 5 Domains of Learning & Development, record below key ideas and write specific words or phrases that stand out to you.

Approaches to Learning
Cognitive Development
Emotional-Social Development
Health & Physical Development
Language Development & Communication

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Learning Focus: *The NC K-3 Formative Assessment Process focuses on the whole child.*

The 5 Domains

9

45-90 minutes

✓ **Independent**

Materials:

- *5 Domains of Learning and Development* 2-page handout (electronic version)
- Virtual collaborative space

Directions:

Email participants the *5 Domains of Learning and Development* 2-page handout and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle). Ask participants to read the definitions and claims for each of the five domains and record key ideas, words, or phrases about each domain on the collaborative space. Then ask participants to record questions they have about the 5 Domains of Learning and Development.

Sample Email:
Our aim is to teach the whole child, and we know that children develop and learn in an integrated nature. In order to adequately support positive outcomes in student achievement, we will focus on five interrelated domains of learning. The NC K-3 Formative Assessment Process is organized around these 5 Domains of Learning and Development:

1. Approaches to Learning
2. Cognitive Development
3. Emotional-Social Development
4. Health & Physical Development
5. Language Development & Communication

Please read the attached document about the five domains. Then, go to the virtual collaborative space and respond to the reflection statements. We will discuss the five domains and your thoughts at our next meeting on _____.

Sample Directions for the Collaborative Space:

1. Read the definition and claims about each of the 5 Domains of Learning and Development.
2. For each domain, select key ideas, words, or phrases about the domain and record them on the collaborative space.
3. What questions do you have about the 5 Domains of Learning and Development? Record your questions on the "What Questions Do You Have" space.

As indicated by the district implementation plan, use the responses from the participants, the *5 Domains* 2-page handout, and the *5 Domains of Learning & Development* PowerPoint to follow up with participants to ensure that the key points are clearly understood by all (e.g., grade-level meeting, professional learning community). In addition, acknowledge and address questions as applicable.

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Follow-Up Activities:

Following this professional development activity, ask participants to explore some or all of the *5 Domains of Learning & Development* LiveBinder or listen to the *5 Domains of Learning & Development* recorded webinar to learn more about these domains of learning and development.

KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.

For purposes of this assessment process, the whole child is comprised of the 5 Domains of Learning and Development. Within each domain are constructs on which the assessment focuses.

Domain	Construct
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting Problem Solving
Emotional-Social Development	Emotional Literacy Emotion Regulation
Health & Physical Development	Fine Motor: Grip and Manipulation • Hand Dominance Gross Motor: Weight Distribution for Walking • Pathways • Stair Climbing Midline Motor Development
Language Development & Communication	Book Orientation Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing

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CONSTRUCT PROGRESSIONS

BACKGROUND INFORMATION

Construct Progressions Support the NC K-3 Formative Assessment Process

A **construct progression** is a carefully sequenced set of understandings and skills for a particular concept (or subject matter), which moves from a less sophisticated state to a more refined state. By describing a developmental pathway of learning, construct progressions can provide clarity for teachers by clearly articulating the skills that progress for a particular concept. Thus, construct progressions are a powerful tool for assisting in identifying learning targets, defining criteria for success, interpreting evidences of learning, and guiding instructional practices. When teachers understand the continuum of learning in a domain and have information about current status relative to learning goals (rather than to the activity they have designed to help students meet the goal), they are better able to make decisions about what the next steps in learning should be (Heritage, 2008). Construct progressions have been developed in each of the 5 Domains of Development and Learning.

Domain	Construct
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting Problem Solving
Emotional-Social Development	Emotional Literacy Emotion Regulation
Health & Physical Development	Fine Motor: Grip and Manipulation • Hand Dominance Gross Motor: Weight Distribution for Walking • Pathways • Stair Climbing Midline Motor Development
Language Development & Communication	Book Orientation Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing

Construct progressions are comprised of 3 parts: 1) understandings, 2) skills, and 3) performance descriptors. **Understandings** identify the major concepts within a particular topic. **Skills** identify the competencies within each "understanding", ranging from simple to more complex levels. **Performance descriptors** paint a picture of what a child may say, do, make, or write to demonstrate his/her understanding or skill at each stage of the progression. Performance descriptors help teachers make inferences from evidence gathered to identify where the learners' learning status is along the progression and identify where the students likely need to move next along the continuum of learning and development.

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Construct progressions help teachers identify the next understanding/skill the student needs to learn. When used within a formative assessment process, construct progressions help teachers connect formative assessment opportunities to the short-term goals to keep track of how well their students' learning is moving forward (McManus, 2008). The marriage of construct progressions and high-quality formative assessment strategies answer the following key questions to guide instructor feedback (Hattie & Timperley, 2007):

- *Where am I going?* (What are the goals?)
- *How am I doing?* (What progress is being made toward the goal?)
- *Where to next?* (What activities need to be undertaken to make better progress?)

The better teachers become at managing these three key questions, the stronger the formative assessment process will become – and their instructional benefits will take hold (Pinchok & Brandt, 2009).

SUPPLEMENTAL RESOURCES

- ***Document:*** *Learning Progressions: Supporting Instruction and Formative Assessment, Margaret Heritage (2008) – http://www.ccsso.org/Documents/2008/Learning_Progressions_Supporting_2008.pdf*
  This paper describes the characteristics of learning progressions and how they can support teachers' use of formative assessment. The paper was commissioned and supported by the FAST SCASS. (32 pages)
- ***Video:*** *"I Can" Statements – http://www.nassauboces.org/page/1940*
  This YouTube video describes what "I Can" statements are and identifies the benefits of using them with students. (2 minutes)
- ***Wiki:*** *NCDPI K-12 Arts Education Instructional Tools – http://ances.ncdpi.wikispaces.net/K-12+Instructional+Tools*
  This wiki provides a variety of resources to support the Essential Standards for Dance, Music, Theatre Arts, and Visual Arts. Two-page "*I Can"* Statements documents referenced on this wiki page provides a table of the NC Essential Standards skills and concepts and corresponding "I can" statements for grade bands K-2, 3-5, 6-8 and 9-12 for each of these four K-12 Arts Education areas.

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of 3 parts: understandings, skills, and performance descriptors.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Evidence is used to guide instruction.	Components of a Construct Progression	10		✓	30 minutes	42
	Putting the Pieces Together	11		✓	45-60 minutes	44

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Learning Focus: *Evidence is used to guide instruction.*

10

Components of a Construct Progression

30 minutes

✓ **Face-to-Face**

Materials:

- Construct progression of choice (1 copy per participant)
- *Components of a Construct Progression* recording sheet
- *Construct Progressions* PowerPoint

Directions:

1. Distribute the selected construct progression.
2. Ask participants to work with a partner to review each of the components in a way that helps them to create a definition for each of the three components of a progression (Understandings, Skills, and Performance Descriptors) and write the definitions on the recording sheet.
3. Ask selected participants to share their definitions with the whole group, and encourage the participants to adapt and modify their own definition as applicable based upon what was shared. Highlight key ideas as needed.
4. Then, ask participants to discuss:
    - *How could construct progressions help inform the selection of learning targets?*
    - *How will the construct progressions benefit teachers, students, and parents?*
5. Use the *Construct Progression* PowerPoint to review key ideas and summarize points made during the discussions.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

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COMPONENTS OF A CONSTRUCT PROGRESSION
Recording Sheet

Directions: Use the recording sheet to identify and define the components of a construct progression.

Summarize your thoughts: _____

_____

_____

CUT HERE

COMPONENTS OF OVERVIEW ACTIVITY
Recording Sheet

Directions: Use the recording sheet to identify and define the components of a construct progression.

Summarize your thoughts: _____

_____

_____

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Learning Focus: *Evidence is used to guide instruction.*

Putting the Pieces Together

11

45-60 minutes

✓ **Face-to-Face**

Materials:

- A construct progression of choice, separated into understandings, skills, and performance descriptors (1 per group)
- *Construct Progressions* PowerPoint

Directions:

1. Discuss the three parts of a construct progression with the participants. You may wish to use the *Construct Progressions* PowerPoint.
2. Have the participants form small groups.
3. Distribute a construct progression separated into pieces to each of the groups and ask them to sort the pieces into the three components of a progression (Understandings, Skills, Performance Descriptors).
4. Once complete, ask groups for any strategies they may have used to help determine where each piece belonged. For example, a participant may have realized that most understandings begin with the phrase, "Children understand".
5. Then, ask participants to attempt to place the understandings in order.
6. Discuss and confirm with the whole group the order of the understandings.
7. Next, ask participants to attempt to place the skills in order and align them with the appropriate understanding (e.g., for one understanding there may be three skills).
8. Discuss and confirm with the whole group the order and placement of the skills.
9. Last, ask participants to attempt to place the performance descriptors with the appropriate skill.
10. Discuss and confirm with the whole group the order and placement of the performance descriptors.
11. Conclude by asking participants to reflect upon the progression and the students in their class (or in a class they support). How does the progression reflect where their students are currently along the progression?

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

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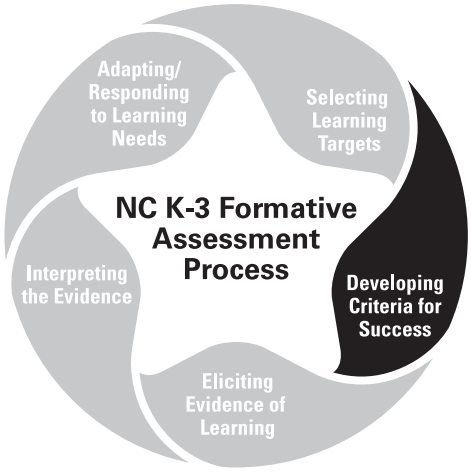
DEVELOPING CRITERIA FOR SUCCESS

DEVELOPING CRITERIA FOR SUCCESS



Criteria for success help teachers and students clearly identify what one must say, make, do, or write to demonstrate the understanding and/or skill selected as the learning target. The criteria for success help answer the question **What will it look like when the student has learned the selected learning target?** The teacher uses the learning targets and specific performance descriptors found within the appropriate construct progressions to create the criteria for success.

CRITICAL COMPONENT: DEVELOPING CRITERIA FOR SUCCESS	
Core Element	**Expected Implementation**
CRITERIA FOR SUCCESS: Criteria for success describe what students might say, do, make, or write during the learning opportunity to demonstrate that they have met the learning targets. Criteria for success allow students to compare their current learning status with their learning targets. Criteria for success allow teachers to identify gaps in student learning, enabling teachers to adapt and respond to learning needs.	Uses the learning targets and specific performance descriptors to identify the criteria for success for all students in all domains of learning and development.
	Engages in students in the development of criteria for success (when appropriate) that describe what the students will say, do, make, or write during the learning process to meet the learning targets in student friendly language (e.g., "I will..." statements).
	Routinely provides modeling of strategies aligned with criteria for success (when appropriate) to help students understand how to know what to do to meet the learning targets.
	Students independently refer to the criteria while learning (some students may require scaffolding and support) in order to monitor and support their own understanding.

In this chapter, 1) Background Information, Supplemental Resources & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided to help educators understand **Criteria for Success** and how to successfully implement this critical component of the formative assessment process.

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DEVELOPING CRITERIA FOR SUCCESS

BACKGROUND INFORMATION

Learning targets help students to answer the question "Where are we going?" In contrast, criteria for success help to answer the question, **"What does it look like when I successfully reach the learning target?"** If the learning target and the criteria have been clearly communicated, the student will be able to verbalize what they are learning, envision what it will look like once they have reached the goal, and what they should do to "make their work measure up to those criteria and that goal" (Moss & Brookhart, 2009, para. 17). This helps students "begin to acquire the knowledge and skills they need to direct their own learning" (Viewing Guide, 2011, p. 6), thus, monitoring their own process and becoming more accountable for their work, which fosters self-efficacy and self-regulation.

According to research, teachers can establish criteria for success by using exemplars/models as well as rubrics. Other research indicates that involving students in developing, organizing, and displaying criteria is also beneficial as they become familiar with the measurement of success.

- **Modeling of Strategies –** Providing examples at various levels, such as from weak to strong, helps children see the range of development, which gives a better understanding of what is expected and where the learning is headed. When using student examples, it important to ensure the work remains anonymous.
- **Rubrics –** Displaying the criteria using a rubric helps to clarify learning targets, provide the information in an organized format, and allow students to independently review their work. The language in rubrics must be student friendly and specific, rather than vague or generic, so that it helps provide explicit feedback and clearly identifies the next steps.
- **Involving Students –** Involving students in the process of developing criteria allows both teacher and student to share a common understanding of success. The student also gains a stronger understanding of the criteria as well as ownership and responsibility of his/her own learning. When students collaboratively work with teachers to define the criteria, they develop a better understanding of what is expected.
- **Sorting + Organizing Criteria –** Asking students to group similar criteria into categories helps them to better internalize the characteristics of successful performance on the task and/or learning goals. The more the students work with the criteria, the better they understand and internalize it.
- **Displaying Criteria –** Displaying criteria for easy access (e.g., anchor chart, T-chart), once the criteria has been organized and sorted by the students, fosters self and peer assessment of the learning goal.

Developing criteria for success during the initial instructional design phase benefits the student by providing a mission and vision for their learning. As well, "[w]hen students feel that they understand the criteria by which their work will be judged, they also have some sense of control over their work and are poised to be strategic self-regulators" (Moss & Brookhart, 2009, para. 19). Thus, developing the criteria for success is an essential component for both teachers and students and work strategically alongside the learning goals.

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KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

- A teacher can learn about his/her students in a variety of ways during instruction. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

KEY POINT: Evidence is used to guide instruction.

- Teachers use a variety of data to better understand what their students know and are able to do.
- This helps teachers plan and adjust instruction.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Developing Criteria for Success	Empowering Students	12	✓		30-45 minutes	50
	Developing Criteria for Success in the Classroom	13		✓	30-45 minutes	52
	Developing Criteria for Success in the Classroom	14	✓		30-45 minutes	55
	Engaging Students with Criteria for Success	15	✓	✓	30-45 minutes	57
	Criteria for Success: Anchor Charts	16		✓	30-45 minutes	60
	Criteria for Success: Rubrics	17	✓	✓	1-3 weeks	63

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Learning Focus: *Evidence is used to guide instruction.*

Empowering Students

12

30-45 minutes

✓ **Independent**

Materials:

- Virtual collaborative space
- Links to information about criteria for success
  - *Criteria for Effective Assessment in Project-Based Learning* – http://www.edutopia.org/blog/effective-assessment-project-based-learning-andrew-miller
  - *Understanding Rubrics* – http://www.ascd.org/publications/educational-leadership/dec96/vol54/num04/Understanding-Rubrics.aspx
  - *Advancing Formative Assessment in Every Classroom* – http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx
  - *Student Self-Assessment: The Key to Stronger Student Motivation and Student Achievement* – http://files.eric.ed.gov/fulltext/EJ815370.pdf

Directions:

Email the selected links and a link to a virtual collaboartiave space (e.g., Google Doc, Padlet, Moodle) to participants. Ask participants to select one or more of the linked selections to read and reflect on how they can create a learning environment where each student is empowered to self-regulate his/her progress toward mastery of learning targets. Request that they record their thoughts on the virtual collaborative space by a determined date.

Sample Email:
Criteria for success help teachers and students clearly identify what one must say, make, do, or write to demonstrate the understanding and/or skill selected as the learning target. The criteria for success help answer the question, "What will it look like when the student has learned the selected learning target?" Developing the criteria for success is an essential component for both teachers and students to work strategically alongside the learning goals.

Directions:

1. Select one or more of the linked selections to read. Reflect on how you can create a learning environment where each student is empowered to self-regulate his/her progress toward mastery of learning targets.

2. Then, go to ____ virtual collaborative space and respond to the following questions:
   - What is your current view on using criteria for success?
   - How do your students know what quality work looks like?
   - How are students using success criteria to meet learning targets?
   - In what ways do you create opportunities for students to self-assess and/or peer-assess when given criteria for success?

3. We will discuss your thoughts at our next meeting on _____.

Link to Collaborative Space:

Link to Information About Criteria for Success:

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- A teacher can learn about his/her students in a variety of ways during instruction. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

KEY POINT: Evidence is used to guide instruction.

- Teachers use a variety of data to better understand what their students know and are able to do.
- This helps teachers plan and adjust instruction.

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Learning Focus: *Evidence is used to guide instruction.*

13

Developing Criteria for Success in the Classroom

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Criteria for Success* Facilitator's Guide Background Information
- Index cards
- Video clips: *A Smooth Reader* and/or *Rounding on a Number Line*
- Criteria for Success Prezi

Pre-Learning Activity:

Prior to the face-to-face meeting, email the ***Criteria for Success*** background information and/or the *Criteria for Success* Prezi to the participants. Ask participants to review the material(s) at the upcoming meeting.

Directions:

1. On an index card, ask participants to define and describe criteria for success.
2. Next, ask participants to discuss their index cards at their table.
3. After discussing, ask participants to add and/or change anything on their index card to give a more complete definition and description of criteria for success. Highlight key points as needed.
4. Then, introduce the selected video(s) to participants, asking them to watch for examples/evidence of criteria for success.
5. Divide participants into three groups to discuss what evidence was observed and be prepared to share main points with the rest of the group.
   - Group 1: List and/or describe what the student says, does, makes, or writes.
   - Group 2: Describe how the student compares his/her current learning status with his learning target.
   - Group 3: Describe how the teacher adapts and responds to learning needs.
6. Ask each group to share main points. You may also wish for participants to provide additional feedback to the following questions:
   - Is there anything that you would have done differently?
   - Do you have suggestions for enhancing the criteria for success illustrated in the video(s)?
   - In what ways can you use generalized success criteria to define work expectations for student work products?
   - How can you use success criteria to differentiate for individuals?
7. Highlight key ideas as necessary.

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KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

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DEVELOPING CRITERIA FOR SUCCESS IN THE CLASSROOM VIDEO CLIPS

	A SMOOTH READER	ROUNDING ON A NUMBER LINE
Video Clip Summary	During Independent Reading Time in kindergarten, the children have selected a "Reading Power(s)" to work on as they read. The student in the video selected "read smoothly/fluently" and "rereading." As the teacher listens to the student read, she realizes that the student needs to hear an example of what "smoothly" means. The teacher models by reading his selected book in both non-smooth and smooth ways in front of the student. The student states that he understands the difference and then proceeds to read the book more smoothly.	During a whole group portion of a 3rd Grade Math Block, the teacher asks a student, who was absent the day before, to use a number line to round the number 84 to the nearest ten. While the student illustrates particular aspects discussed the day before in his absence, the teacher asks another student to illustrate her number line for comparison. The teacher uses these two number lines to explain the criteria for success for using a number line to round to the nearest ten.
GROUP 1 List and/or describe what the student says, does, makes or writes.	• The student reads the book in a "choppy" manner. • After a reminder about being a smooth reader and rereading, the student continues to read in a "choppy" manner. • After the teacher models what smooth reading sounds like, the student's eyes "light up" and reads again in a smoother manner.	• The first student drew a fixed number line using numbers 80, 81, 82, 83, 84. He illustrated four jumps to the number 80. • The second student drew a number line using numbers 80, 84, 85, 90. She put a circle around 84 and drew a line to 80.
GROUP 2 Describe how the student compares his/her current learning status with his learning target.	• After the teacher models what smooth reading sounds like, the student's eyes "light up" and reads again in a smoother manner. • He states that he heard the difference from the way he was reading before.	• When the first student asked for any disagreements, the second student questioned some of the first student's decisions. • When asked, the first student acknowledged the differences between the two number lines pointed out by the teacher. • The second student describes her number line and why she added the number 90 to it.
GROUP 3 Describe how the teacher adapts and responds to learning needs.	• The teacher reminds the student of his selected "Reading Power(s)." However, he continues to read in a "choppy" manner. • Recognizing that the student needed an exemplar/model, she asks the student to listen to the difference as she reads the page in a choppy and smooth manner. • After modeling, the teacher asks the student to read again using the criteria provided.	• The teacher points out aspects of the first student's number line that were expected. • Using the second student's number line, the teacher articulates the expectation of placing the two tens as "sandwich bread." • Comparing the number lines, the teacher articulates that it is okay to write each and every number.

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Learning Focus: *Evidence is used to guide instruction.*

14

Developing Criteria for Success in the Classroom

30-45 minutes

✓ **Independent**

Materials:

- *Criteria for Success* Facilitator's Guide Background Information
- Video clips: *A Smooth Reader* and/or *Rounding on a Number Line*
- Virtual collaborative space

Directions:

Email the *Criteria for Success* Facilitator's Guide background information, a link to one or both video clips, and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle) to participants. Ask participants to view the video independently and use the collaborative space to respond to the questions provided. Request that all responses be entered by a determined date.

Sample Email:
The NC K-3 Formative Assessment Process was developed using the research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward.

Establishing criteria for success is a critical component of the NC K-3 Formative Assessment Process. Criteria for success describe what a student might say, do, make, or write during the learning opportunity to demonstrate that they have met the learning targets. Criteria for success allow students to compare their current learning status with his/her learning targets. It also allows teachers to identify gaps in student learning, enabling teachers to adapt and respond to learning needs.

Directions:

1. Read *Criteria for Success* Facilitator's Guide Background Information
2. Watch the video(s) for evidence of criteria for success.
3. Then, go to ____ virtual collaborative space and answer each of the questions. We will discuss this video and your thoughts at our next meeting on _____.

Link to Video:

Link to Collaborative Space:

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Questions for Virtual Collaborative Space:

- List and/or describe what the student says, does, makes, or writes.
- Describe how the student compares his/her current learning status with the learning target.
- Describe how the teacher adapts and responds to learning needs.
- Is there anything that you would have done differently?
- Do you have suggestions for enhancing the criteria for success illustrated in the video(s)?
- In what ways can you use generalized success criteria to define work expectations for student work products?
- How can you use success criteria to differentiate for individuals?

KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

- A teacher can learn about his/her students in a variety of ways during instruction. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

KEY POINT: Evidence is used to guide instruction.

- Teachers use a variety of data to better understand what their students know and are able to do.
- This helps teachers plan and adjust instruction.

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Learning Focus: *Evidence is used to guide instruction.*

15

Engaging Students with Criteria for Success

30-45 minutes

✓ **Independent**
✓ **Face-to-Face**

Materials:

- *Engaging Students with Criteria for Success* handout

Directions:

1. Ask participants to use the graphic to consider where in the process they find opportunities to engage students in the process of developing criteria for success.
    - *How do/could you involve students in the development of criteria for success?*
    - *In what ways do/could you routinely provide exemplars/modeling that are aligned with the criteria for success?*
    - *How do/could you help students understand how to use success criteria to meet learning targets?*
    - *What do/could you do to provide an opportunity for students to independently refer to criteria while learning?*
2. Then, ask participants to explore strategies for engaging students with criteria for success. Participants may wish to ask students to define the criteria (e.g., what they will say, do, or write), describe the criteria in student-friendly language (e.g., "I can" statements), and/or sort and organize the criteria in order to meet the identified learning target(s).
3. Once participants have explored strategies for engaging students with criteria for success, ask participants to discuss the outcomes with a colleague or during a Professional Learning Committee/Team meeting.

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ENGAGING STUDENTS WITH CRITERIA FOR SUCCESS

Directions: Use the graphic to consider where in the process you find opportunities to engage students in the process of developing criteria for success.

Graphic retrieved from Google Image 10.29.15

- How do/could you involve students in the development of criteria for success?

- In what ways do/could you routinely provide exemplars/modeling that are aligned with the criteria for success?

- How do/could you help students understand how to use success criteria to meet learning targets?

- What do/could you do to provide an opportunity for students to independently refer to criteria while learning?

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Learning Focus: *Evidence is used to guide instruction.*

16

Criteria for Success: Anchor Charts

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Criteria for Success* Facilitator's Guide Background Information
- *Anchor Chart* handout
- NC K-3 Writing Construct Progression

Directions:

1. Depending on the participants' familiarity with criteria for success, define/discuss what it is and why it is used within the formative assessment process. You may wish to use the *Criteria for Success* Facilitator's Guide Background Information for reference or as a handout.
2. Then, refer to the *Anchor Chart* handout and explain that the teacher has identified a learning target (referred to as "Our Goal") and criteria for success.
3. Ask participants to reflect on the *Anchor Chart* handout example, and given their understanding of critical aspects of criteria for success, ask participants to independently respond to the questions on the handout and then share their thoughts with a partner or the table group.
    - *Generate a list of attributes that are evident in the writing chart that exemplify best practices when using criteria for success.*
    - *How can charts like the one depicted support student understanding of expectations for quality work products?*
    - *In what ways could this writing chart be adapted to meet the learning targets and criteria for success for student writing in your classroom?*
4. Ask participants to share a few big ideas for each quesiton with the whole group, reiterating important aspects of criteria for success as needed.

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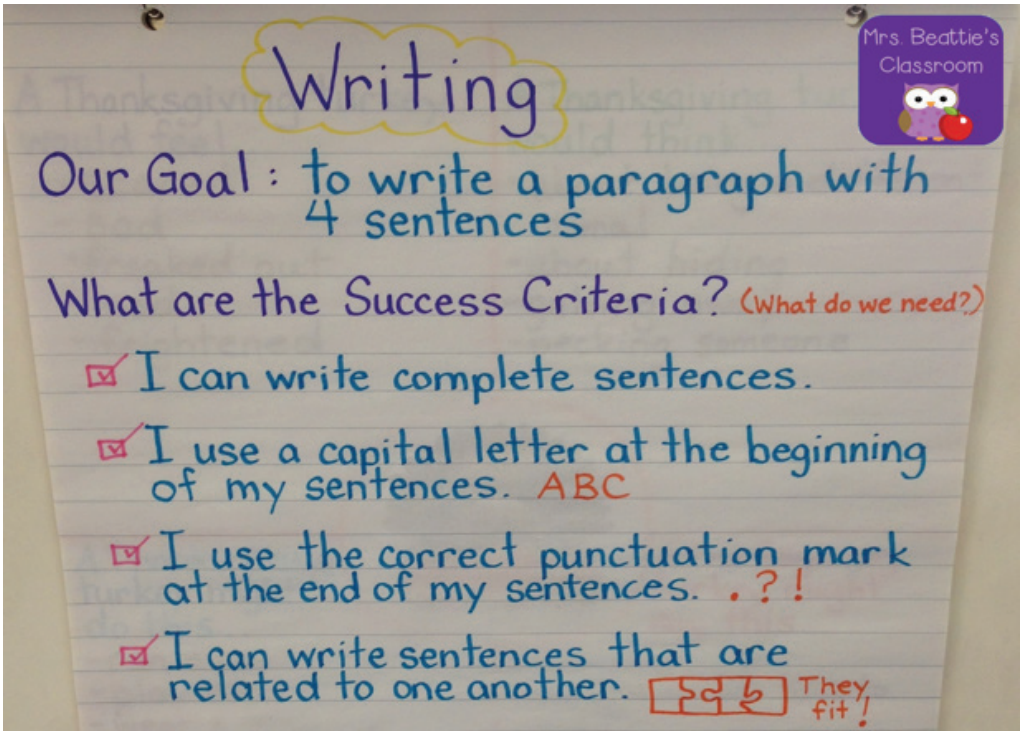
ANCHOR CHART



http://1.bp.blogspot.com/-ECiiP97SALo/UlcuPT1Qn9I/AAAAAAAAEEs/G2UkUwZkRSk/s1600/Paragraph+Writing.png

- Generate a list of attributes that are evident in the writing chart that exemplify best practices when using criteria for success.

- How can charts like the one depicted support student understanding of expectations for quality work products?

- In what ways could this writing chart be adapted to meet the learning targets and criteria for success for student writing in your classroom as it relates to the NC K-3 Writing construct progression?

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Learning Focus: *Evidence is used to guide instruction.*

Criteria for Success: Rubrics

17

1-3 weeks

✓ **Independent**
✓ **Face-to-Face**

Materials:

- Link to 2.0 rubric-generating tools
  The Five Best Free Rubric Making Tools for Teachers
  http://elearningindustry.com/the-5-best-free-rubric-making-tools-for-teachers

Directions:

1. Ask participants to reflect on the use of rubrics as a tool that helps to clarify learning targets, provide the information in an organized format, and allow students to independently review their work.
   - *How do/could you use rubrics to help students self-assess/peer-assess work products?*
   - *What are ways to empower students and increase student engagement with meeting success criteria through student created rubrics?*
2. Next, ask participants to use the provided link to select a rubric-generating tool from the variety of 2.0 tools provided. Using the selected tool, ask participants to create a rubric that identifies criteria for success for a learning target in their lesson plan or unit plans. Their rubric must also meet the following success criteria:
   - The language used is student friendly.
   - The language used is stated in a positive manner and void of unnecessary negative language.
   - The language used is specific, rather than vague, generic, or unclear.
   - The rubric clearly identifies the next steps, articulating gradations of quality for each criterion, from excellent to poor.

   Participants may wish to refer to *Understanding Rubrics* (*http://www.ascd.org/publications/educational-leadership/dec96/vol54/num04/Understanding-Rubrics.aspx*).
3. Then, ask participants to use the rubric with some/all of their students and to document students' use of the rubric and insights they gained from using the rubric with students.
4. Once participants have tried out their rubric with their students, ask participants to discuss the outcomes with a colleague or during a Professional Learning Committee/Team meeting.

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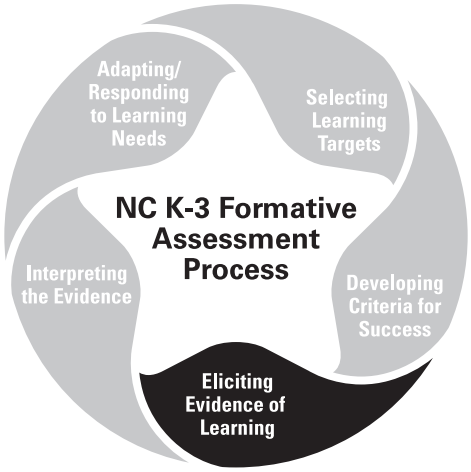
ELICITING EVIDENCE OF LEARNING

ELICITING EVIDENCE OF LEARNING



Teachers uncover what students know and are able to do by eliciting evidences of learning. Through careful planning, a teacher uses multiple assessment means, such as taking photos and recordings, writing observation-based notes, reviewing data from assessment instruments, collecting work samples and seeking family input, to learn about where students are currently in their learning and development. This essential information informs the teacher's instructional practices, allowing him/her to adapt and respond to the learning needs of the student and answer the question, **What can help me learn what the student knows?**

CRITICAL COMPONENT: ELICITING EVIDENCE OF LEARNING	
Core Element	**Expected Implementation**
ELICITING EVIDENCE: Eliciting evidence is a planned component of instruction that occurs as instruction is taking place in the moment. Multiple ongoing assessment means are used to elicit evidence of student learning that are both teacher initiated and child-initiated.	Consistently uses planned, multiple, ongoing assessment means aligned with learning targets and criteria for success for all domains of learning and development. Evidence is elicited while instruction is occurring and learning is underway.
	Consistently uses multiple, ongoing assessment means to gain insights into student learning in all domains of learning and development in an effort to infer where they are in their learning in relation to learning targets and criteria for success.
	Provides a balance of teacher-initiated and child initiated opportunities for students to express their thinking and ideas through what they say, do, make, or write.

Teachers learn about their students in a variety of ways. Therefore, 1) Background Information, Supplemental Resources & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided for supporting educators' efforts in **Becoming a Careful Observer in the Classroom**, **Writing Observation-Based Notes**, **Using Situations to Leverage and Supplement Current Teaching Practices**, and **Engaging Families in the NC K-3 Formative Assessment Process**.

In addition, teachers can enhance opportunities to observe and probe students during the instructional routine by **Examining Effective Practices That Support a Formative Assessment Process**.

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BECOMING A CAREFUL OBSERVER IN THE CLASSROOM

BACKGROUND INFORMATION

In response to demands and expectations that are now becoming outdated, by and large teachers have assessed children by asking questions that have one right answer and conducting tests that focus on isolated skills. These methods will give us some information about how children are developing and learning. But they are not sufficient enough to address the 5 Domains, nor do they promote opportunities for teachers to simply step back and watch students. Observing children as they interact with peers, use materials, try new things, practice skills, solve problems, use motor skills, and persevere provides teachers with a wealth of information that can be used along with the other types of benchmark and summative assessments that are implemented.

Being a "careful observer" means planning opportunities for children to demonstrate skills in a variety of ways, while making good decisions about when to move from the role of an observer to a more interactive role of asking questions and listening closely to children's answers. Being a careful observer also means being organized in note-taking and documentation to keep track of important information and using this information to decide what to plan next for instruction. Observation is an important component of a formative assessment process, and being a careful observer helps move students' learning forward.

SUPPLEMENTAL RESOURCES

- **Document:** *Strategies for Becoming a Careful Observer (2015)*
  This document provides six concrete strategies for successfully observing students. (1 page)

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

There are a variety of ways to learn about students during instruction, including intentional observation, asking probing questions, listening to student thinking, and reviewing student work.

- Intentionally planning to observe students and having a focus when observing helps to gather the evidence needed in order to plan for next steps.
- Using carefully worded probing questions, rather than asking questions that lead a student to the "correct" answer, helps uncover what a student understands and is able to do.

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.	A Careful Observer	18		✓	20-30 minutes	70
	Observing with a Purpose	19		✓	45-60 minutes	73
	Observing with a Purpose	20	✓		45-60 minutes	78
	Practice Purposeful Observation Within the 5 Domains, Part I	21	✓		2-4 weeks	80
	Asking Probing Questions	22		✓	60-90 minutes	84
	Using Probes to Learn About Students	23	✓		1-4 weeks	87

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18

A Careful Observer

20-30 minutes

✓ **Face-to-Face**

Materials:

- *Test Your Awareness: Do the Test Video:* youtube.com/watch?v=Ahg6qcgoay4 (1 minute)
- *Strategies for Becoming a Careful Observer* handout
- *Becoming a Careful Observer* PowerPoint
- *A Careful Observer* exit ticket

Directions:

1. Tell the participants that they are going to watch a video clip. Begin to play the *Test Your Awareness* clip, but pause it at exactly **5 seconds** (just after the narrator has said, "This is an awareness test").
2. Ask the participants if they heard what the narrator said. Play the clip again if necessary, and emphasize that, for this video, the word "awareness" means "observation."
3. With the clip paused at 5 seconds, participants will see the lineup of basketball players. Ask the following questions:
    - *How many people are there?*
    - *How many of them are wearing white tops?*
    - *How many of them are wearing black tops?*
    - *How many basketballs are there?*
    - *What do you think they are going to do?*
    - *What do you think your task is going to be for the awareness (observation) test?*
4. After discussing the possibilities, dictate the following: **Your task is to count how many passes the team in white makes. The players will be moving around so you will have to concentrate. Try your best to ignore the team in black.**
5. Make sure participants understand the instructions and then play the clip from the beginning. Pause it at **exactly 25 seconds** and ask participants to tell the number of passes that the white team made.
6. Play the clip a second time if your participants want to count the number of passes again. Again, pause it at **exactly 25 seconds**. Find out if anyone has changed their mind about the number of observed passes.
7. After the participants have concluded the number of passes, ask participants if they saw anything unusual.
8. Press play again and then pause the clip at **33 seconds** – the point when the narrator has asked, "Did you see the moonwalking bear?"

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9. Resume playing the clip again, and play it until the moonwalking bear has just left the picture (at **exactly 50 seconds**).

10. If participants dispute that the moonwalking bear was there the first time, play the whole clip again from the start, but make sure to pause it again at exactly 50 seconds.

11. Once the participants have concluded that there was, indeed, a moonwalking bear, place the participants in pairs or small groups to discuss the following question:

    - What connections can we make between this video and observations of students?

12. Play the clip until the end.

13. Conclude the video experience by asking participants to record their individual reflections to the following questions:

    - Did you miss the moonwalking bear? If yes, why do you think you missed the bear?
    - Why is it important to plan for observations?
        - Why would it be important to have a focus?
        - Why would it be important to know what to look for when observing students?

14. Summarize the video experience by reviewing the *Strategies for Becoming a Careful Observer* Handout and slides on the *Becoming a Careful Observer* PowerPoint.

15. Invite participants to add any additional points to their previous reflections and submit their *A Careful Observer* exit ticket for later review and planning with the District Implementation Team and your regional consultant.

Adapted from teflclips.com

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A CAREFUL OBSERVER
Exit Ticket

Reflect on today's experience and record your thoughts below.

1. When you were counting the number of passes, did you miss the moonwalking bear? If yes, why do you think you missed the bear? If no, why do you think you noticed the bear?

2. Why is it important to plan for observations?

    a. Why would it be important to have a focus when observing students?

    b. Why would it be important to know what to look for when observing students?

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19

Observing with a Purpose

45-60 minutes

✓ **Face-to-Face**

Materials:

- *Observing with a Purpose* video clip(s)
- *Observing with a Purpose* Venn diagram recording sheet
- *Observing with a Purpose* exit ticket

Directions:

1. Introduce the selected *Observing with a Purpose* video clip using a broad and vague statement. For example, "This is a video clip of a classroom."
2. Ask participants to watch the clip and jot down anything they observe.
3. After the video clip, ask participants to discuss their observations with a partner or small group.
4. Once participants have had time to discuss their observations, ask participants to select 1–2 observations to share with the whole group. Highlight how different participants noticed different things and that some participants may have seen something they believe to have occurred one way, while other participants may have thought it occurred a different way.
5. Next, ask different groups of participants to observe with a purpose by looking for examples of a particular domain(s) (as appropriate by the clip selected):
    - Approaches to Learning
    - Cognitive Development
    - Emotional-Social Development
    - Health & Physical Development
    - Language Development & Communication

    You may wish to have participants count off and assign a focus for each number. Or, you may ask participants to self-select a topic, while making sure that all domains are being observed by several participants.
6. Distribute the *Observing with a Purpose* Venn diagram recording sheet, and ask participants to write their observations about their assigned (or selected) focus when they watch the video again for a second time.
7. Play the video clip again. Provide a few moments after the clip for participants to finish documenting their observations.
8. After the video, ask participants to form like-purpose groups for a discussion about their observations. For example, participants who focused on language form a discussion group, and participants who focused on approaches to learning form a discussion group.

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9. Once ample time has been given for small group discussion, ask each group to share out 1–2 observations regarding their focus with the whole group.

10. Conclude the whole group discussion by asking each participant to record reflections about observing with a purpose on the recording sheet and to submit his/her thoughts as an exit ticket for later review and planning with the District Implementation Team and your regional consultant.

    - *Compare and contrast your experience of watching the video clip the first time and the second time. What was different?*
    - *Describe your experience as you "zoomed-in" with a purpose the second time. Did it make you a careful observer? How?*
    - *What strategies are you already using to record observations when you teach?*

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OBSERVING WITH A PURPOSE VIDEO CLIPS

Title of Video Clip	Observable Actions	Time
5 Little Pumpkins	Four kindergarten children create a picture about the song, *5 Little Pumpkins*. They use scissors, construction paper, and glue to make the picture and count their pumpkins to see how many more they need to make. Two girls begin singing the *5 Little Pumpkins* song when their pictures are finished. The observer can notice four different domains in this clip: **Health & Physical** (Grip and Manipulation, Hand Dominance), **Cognitive Development** (Object Counting), **Language Development & Communication** (School-Related Vocabulary) and **Approaches to Learning** (Perseverance in Assigned Activities).	:53
Drawing, Writing, & Cutting	Four kindergarten children are sitting at a table working on various self-selected projects using scissors, markers, crayons, and paper. The observer can notice three different domains in this clip: **Health & Physical** (Grip and Manipulation, Hand Dominance, Crossing Midline), **Language Development & Communication** (Letter Naming, Writing), and **Approaches to Learning** (Engagement in Self-Selected Activities).	:52
Poor Old Polly	Two kindergarten children have selected the *Poor Old Polly* big book to read aloud together using pointers. The observer can notice three different domains in this clip: **Language Development & Communication** (Book Orientation and Print Awareness); **Health & Physical** (Grip & Manipulation, Hand Dominance, and Crossing Midline) and **Approaches to Learning** (Engagement in Self-Selected Activities).	:58
Rounding	The third grade students have been learning about rounding numbers to the nearest ten. Two children are discussing their possible answer to a question that asks students to use that knowledge to think about rounding to the nearest hundred. The observer can notice two different domains in this clip: **Cognitive Development** (Problem Solving) and **Emotional-Social Development** (Self-Regulation).	:44
Rocks	The whole class of first grade students has just explored and sorted rocks by size and shape. The teacher then connects this experience with a book read before the activity, linking their experience to the new vocabulary shared in the book. She calls on different students to offer some of the new vocabulary. When she calls on Bryce, he responds, "Sand". The teacher confirms his word and comments that he found quite a bit of sand during the activity. Bryce quietly pumps his arms several times, illustrating that he was proud of his contribution. The observer can notice two different domains in this clip: **Language Development & Communication** (School-Related Vocabulary) and **Emotional-Social Development** (Self-Regulation).	:53
Shopping at the Market	Several kindergarten children write a grocery list (one item per food group) to use to go shopping at the class market. The observer can notice two different domains in this clip: **Language Development & Communication** (Writing, School-Related Vocabulary); and **Approaches to Learning** (Engagement in Self-Selected Activities).	:58

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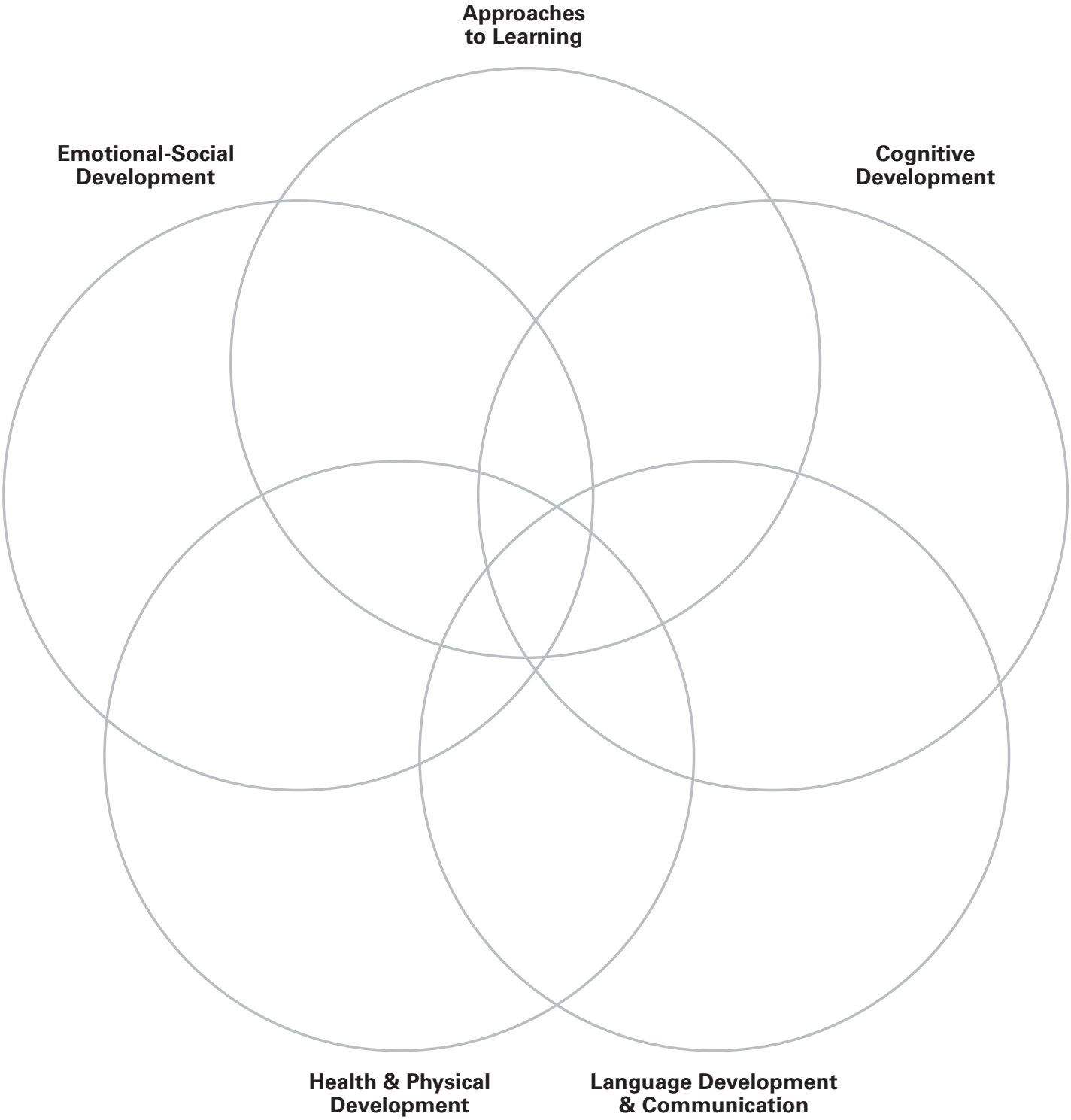
OBSERVING WITH A PURPOSE
Recording Sheet

Based on your particular focus, record your observations below.



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OBSERVING WITH A PURPOSE
Exit Ticket

Reflect on today's experience and record your thoughts below.

1. Compare and contrast your experience of watching the video clip the first time and the second time. What was different?

2. Describe your experience as you "zoomed-in" with a purpose the second time. Did it make you a careful observer? How?

3. What strategies are you already using to record observations when you teach?

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20

Observing with a Purpose

45-60 minutes

✓ **Independent**

Materials:

- *Observing with a Purpose* video clip(s)
- Virtual collaborative space

Part I – Prepare the Virtual Collaborative Space:

On your virtual collaborative space, provide a means for participants to record their observations about each of the 5 Domains [domains dependent upon the video clip(s) selected]:

In addition, post reflection questions for participants to answer:

- Describe your experience as you "zoomed-in" with a particular purpose. Did it make you a careful observer? How?
- What strategies are you already using to observe and record observations when you teach?

Directions:

Email participants the *Observing with a Purpose* video clip link(s) and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle). Ask participants to watch the video clip with a focus on a particular domain of learning (e.g., participants with last names starting with A-E focus on Emotional-Social Development; participants with last names F-J focus on Language Development & Communication, etc.).Then ask participants to record their observations on the collaborative space and answer the reflection questions.

Sample Email:
The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.There are a variety of ways to learn about students during instruction, including observation. When intentionally planned and purposeful, observation helps us learn about what our students know and are able to do.

Please view the video clip and "zoom-in" with a particular purpose (see assignments below).Then, go to _____ virtual collaborative space and record your observations and your reflections. Be prepared to discuss your observations and reflections at our next meeting on _____.

- Link to _____ (video clip)
- Link to collaborative space
- Purpose assignment

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- Intentionally planning to observe students and having a focus when observing helps to gather the evidence needed in order to plan for next steps.

Part II

As indicated by your district implementation plan, use the responses to follow up with participants to ensure that the key points are clearly understood by all.

For Example: Invite participants to discuss their thoughts about the *Observing with a Purpose* video clip(s) with other colleagues during a grade-level meeting or a professional learning community in the school.

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Learning Focus: *The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.*

21

Practice Purposeful Observation Within the Five Domains, Part I

2-4 weeks

✓ **Independent**

Materials:

- *Observing Through the 5 Domains of Learning and Development* classroom observation handout

Directions:

Over the course of 2–4 weeks, ask participants to purposefully plan for and observe one or more students in their class or school for each of the five domains (or on a particular domain) and to record their observations on the classroom observation handout.

Then, ask participants to be prepared to bring their observation handout to the next meeting for the purposes of sharing their observations with one another and to explore the art of writing objective observation notes.

Sample Email:
Observation is a strategy teachers use to learn what their students know and are able to do. When intentionally planned and focused, observations are a powerful way to collect evidence of learning and plan next steps for instruction.

Over the course of the next ___ weeks, select one student to carefully observe for each of the 5 Domains of Learning and Development. Record your ongoing observations on the *Observing Through the 5 Domains of Learning and Development* classroom observation handout. Bring your observation handout to our next meeting on _____. During this meeting, be prepared to share some of your observations with others. We will also use your observations as we explore the art of writing objective observation notes.

KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

There are a variety of ways to learn about students during instruction, including intentional observation, asking probing questions, listening to student thinking, and reviewing student work.

- Intentionally planning to observe students and having a focus when observing helps to gather the evidence needed in order to plan for next steps.

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OBSERVING THROUGH THE FIVE DOMAINS OF LEARNING AND DEVELOPMENT

Approaches to Learning addresses how children learn and includes children's attitudes toward learning and interest in learning. It reflects behaviors and skills such as curiosity, planning, flexibility, motivation, focus, problem-solving, and persistence. Children show these characteristics in the way they learn in all the domains and curriculum areas.

Record your observations here. For example, you may observe the student solving problems, maintaining focus, demonstrating curiosity, persevering in collaborative and individual tasks, and/ or working collaboratively with peers or a teacher.

Cognitive Development focuses on children's ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, children play an active role in their own cognitive development. They begin to explain, organize, construct, and predict – skills that lay the cognitive foundation needed to explore and understand increasingly sophisticated concepts and the world in which they live. They learn to apply prior knowledge to new experiences; and then use this information to refine their understanding of concepts as well as to form new understandings.

Record your observations here. For example, you may observe the student solving problems, acquiring information, demonstrating understanding, and/or making connections to prior learning.

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Emotional-Social Development includes children's feelings about themselves and also addresses their ability to relate to others. Learning to manage and express emotions is also a part of this domain. Children's development in this domain affects their development in every other domain. For instance, children who develop a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle problems or difficulties that may arise.

Record your observations here. For example, you may observe the student exhibiting healthy relationships with adults and peers and/or using appropriate social skills to interact with adults and peers.

Health & Physical Development focuses on physical growth and motor development, sound nutritional choices, self-care, and health/safety practices. This domain is the foundation for the future health and well-being of all children. Good physical health and motor development support children's learning and play a part in their ability to be successful in almost any type of activity.

Record your observations here. For example, you may observe the student demonstrating competencies in gross motor skills, fine motor skills, and/or crossing midline.

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Language Development & Communication focuses on the foundational skills that children acquire and use in early elementary school and continue to develop throughout their schooling. These skills include speaking, listening, reading, and writing. This domain encompasses nonverbal and verbal language skills used in understanding language and speaking effectively with others, as well as important emergent literacy skills in early reading and writing. This domain provides an integrated approach for understanding and supporting language and literacy development in children.

Record your observations here. For example, you may observe the student using listening and communication skills, using skills in a variety of settings, using skills for a range of purposes, and/or using skills for reading and writing.

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22

Asking Probing Questions

60-90 minutes

✓ **Face-to-Face**

Materials:

- *Observing with a Purpose* video clip(s)
- *Asking Probing Questions* PowerPoint
- *Asking Probing Questions* recording sheet

Directions:

PART I

1. Before showing the selected *Observing with a Purpose* video clip, reintroduce the *Observing with a Purpose* video clip, reminding the participants that this is the clip they observed previously (Activity 16).
2. Once you have shown the video clip, acknowledge that while one can learn a lot about a child through observation, the observation may still leave the observer with some questions. Ask participants to discuss with a partner or in small groups questions they still have about the child. What do they wish they could find out that wasn't clear enough or addressed during the observation? Ask them to record their different questions.
3. Once participants have had a few moments to discuss their questions, ask several participants to share their questions with the whole group.

PART II

4. Next, select a topic that a participant wishes to know more about, or use the questions provided on the PowerPoint slides, to discuss the art of questioning and probing students. Highlight the differences between leading a child to the right answer versus probing a student so that a teacher can learn about what a child does understand and uncover possible misunderstandings.
    - For example, select one of the participants' questions and ask the participants, "What might you ask the child so that you can uncover what s/he knows and/or is able to do, without leading him/her to the right answer?"
5. Using the *Asking Probing Questions* PowerPoint, provide examples of leading questions that focus on getting the student to say the right answer. Ask participants to work with a partner to select one or more of the leading questions and work together to reword the leading question(s) into an open-ended probe(s) that invites a student to illustrate what s/he knows and is able to do.
6. Once participants have had ample time to reword the leading question(s), invite several to share their reworded probes. Acknowledge strengths of each as it relates to the criteria for probes.
7. Repeat the process with other leading question examples.

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PART III

8. Once participants have a clear understanding of the difference between a leading question and a probe, ask participants to work with a partner to write a probe(s) that would help a teacher uncover more about what the student knows and is able to do.
9. Invite participants to share what additional information they wanted about the student and the probe(s) they generated.

Follow-Up:

Invite teachers to practice asking probing questions to their students. Ask them to record some of the probes they planned to ask, or those that emerged from talking with students, and bring the list of probes used to the next meeting.

Invite administrators and instructional coaches to record the probing questions that teachers use during classroom or school visits and bring the questions to the next meeting.

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There are a variety of ways to learn about students during instruction, including intentional observation, asking probing questions, listening to student thinking, and reviewing student work.

- Using carefully worded probing questions, rather than asking questions that lead a student to the "correct" answer, helps uncover what a student understands and is able to do.

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ASKING PROBING QUESTIONS
Recording Sheet

What questions about the child(ren) do you still have? What do you wish you could find out that wasn't clear enough or addressed during the observation?

Reword leading questions.

Leading Question:

Rewording:

What might you ask the students so that you can uncover what they know and/or are able to do without leading them to the right answer?

WHAT IS A PROBE?

A probe is a question or a statement that allows a teacher to search into, question closely, and investigate thoroughly what a student understands without leading or guiding the student toward a conclusion or answer.

Write a probe for one of your questions above.

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23

Using Probes to Learn About Students

1-4 weeks

✓ **Independent**

Materials:

- *Using Probes to Learn About Students* documentation form

Directions:

Invite participants to reflect on their current practice. What probes do they currently use? Do the probes help the participant to understand what a student knows? Ask participants to practice asking probing questions to their students and use the documentation form to record the probes they asked and what they discovered about their students. Request that they bring the documentation form to the next meeting for discussion.

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USING PROBES TO LEARN ABOUT STUDENTS
Documentation Form

Probes I currently use to learn about what my students know and are able to do:		
Date	**Probes I tried with my students**	**What I learned about my students after probing**

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WRITING OBSERVATION-BASED NOTES

BACKGROUND INFORMATION

Becoming a careful observer is one aspect of the NC K-3 Formative Assessment Process. Recording the observation so that it can be used to inform and improve instructional practice is another important component of the formative assessment process. Just as observing requires planning and organization, recording the observation requires the same. There are many strategies for writing observation-based notes, and each person needs to find a strategy that is comfortable, convenient and effective for note taking. Observation-based notes are an authentic strategy for assessing children during learning, as opposed to evidence collected through assessments that measure historical data, since observation-based notes capture information about students in real time and within the context of learning.

Writing observation-based notes is one way to document and keep track of important information in order to reflect and plan for next steps for instruction and learning experiences. A well-written note paints a visual picture of what was observed. It uses objective language to describe the child's actions (what the child may say, do, make or write) and is free of any bias, personal opinions, assumptions, interpretations and beliefs. When written in a descriptive manner based on facts and actual events, teacher-generated records provide an insider's perspective of the child's educational experience (Jablon, Dombro & Dichtelmiller, 2006). Over time, these observational notes become an ongoing record of progress and are an important source of evidence when considering the learning and development of the whole child. As teachers improve their skills as careful observers, the observation-based notes become an important tool to build on children's strengths, encourage problem- solving and critical thinking skills, and to move student learning forward. Observation-based notes also empower teachers to conduct professional conversations with colleagues, students and parents that describe their observations of learning and plans for improving children's academic needs. (Danielson, 2008).

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

KEY POINT: Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.

Once learning targets and criteria for success are identified, the teacher uses planned, multiple, and ongoing strategies to elicit evidence of learning as instruction is occurring and learning is underway. Some strategies teachers use include taking photos, recording students speaking, writing observation-based notes, collecting work samples, and talking with families.

OBSERVATION-BASED NOTES

- Observation-based notes are one way to document and keep track of important information to reflect and plan for next steps for instruction and learning experiences.
- Well-written observation notes capture important objective information about students within an authentic context

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.	Practice Purposeful Observation Within the 5 Domains, Part II	24		✓	30-45 minutes	91
	Just the Facts	25		✓	45-60 minutes	93
	Just the Facts	26	✓		45-60 minutes	102

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Learning Focus: *Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.*

24

Practice Purposeful Observation Within the 5 Domains, Part II

30-45 minutes

✓ **Face-to-Face**

Materials:

- Participant's *Observing Through the 5 Domains of Learning and Development* classroom observation handout, completed
- *Writing Observation Based Notes* PowerPoint

Directions:

1. Ask participants to retrieve their observational notes they made over the course of 2-4 weeks from *Practice Purposeful Observation Within the 5 Domains, Part I* (Activity 21).
2. Ask participants to analyze their notes and pay particular attention to the type of language they used:
    - Look for examples of objective language on your own handout. Circle objective language.
    - Look for examples of subjective language on your own handout. Underline subjective language.
3. Next, ask participants to work together, either with a partner or at their table, to compile the examples of objective language into a list and examples of subjective language in a different list.
4. After the two lists are compiled, ask participants to work together to change the list of subjective language into objective language. Encourage them to use the list of objective language to help guide the new examples.
5. Then, ask each participant to choose one observation they made previously that contains subjective language and revise it using objective language.
6. Invite a few participants to share the "before" and "after" versions of an observation with the group.

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KEY POINT: Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.

Once learning targets and criteria for success are identified, the teacher uses planned, multiple, and ongoing strategies to elicit evidence of learning as instruction is occurring and learning is underway. Some strategies teachers use include taking photos, recording students speaking, **writing observation-based notes**, collecting work samples, and talking with families.

OBSERVATION-BASED NOTES

- Observation-based notes are one way to document and keep track of important information to reflect and plan for next steps for instruction and learning experiences.
- Well-written observation notes capture important objective information about students within an authentic context.

Follow-Up Activities:

Invite teachers to practice writing well-written notes. Ask them to record notes in a variety of settings and learning experiences to share with colleagues or to use during parent conferences. Invite administrators and instructional coaches to visit schools and classrooms to practice writing observation-based notes during informal observations.

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Learning Focus: *Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.*

25

Just the Facts

45-60 minutes

✓ **Face-to-Face**

Materials:

- *Writing Observation Based Notes* PowerPoint
- *Tips for Writing Observation-Based Notes* handout
- 1 set of *Observation-Based Notecards* per group
- *Observation-Based Notes* recording sheet (optional for rewriting notes)

Directions:

1. Using the *Writing Observation Based Notes* PowerPoint and the *Tips for Writing Observation-Based Notes* handout, discuss the purpose for writing objective observation-based notes as part of eliciting evidences of learning within a formative assessment process. Highlight how this type of evidence is free of any bias, personal opinions, assumptions, interpretations, and beliefs.
2. Next, invite participants to find a partner or form groups of 3-4 people. Pass out a set of the *Observation-Based Notecards* to the groups of participants and provide the following directions:
    - Choose a card and read it aloud to your group.
    - Decide if the written observation reflects the characteristics of a well-written observation-based note.
    - If the card does represent a well-written note, then place it in a pile.
    - If the card does not represent a well-written note, then re-write the example so that it reflects the characteristics of a well-written note. Then place it in the pile.
    - Continue until all cards are reviewed.
    - Choose one re-written card to share with the whole group.
3. Once groups have had ample time to review many of the notecards, ask each group to share one re-written card with the whole group and acknowledge the positive changes that were made to change it to a well-written observation note.
4. Conclude by asking each participant to observe a child (or group of children) during the next several weeks and practice writing objective notes based on their observations. (You may wish to ask them to focus on a particular domain or construct.) Ask participants to bring their observation notes to the next meeting for discussion and reflection.

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OBSERVATION-BASED NOTES

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TIPS FOR WRITING OBSERVATION-BASED NOTES

✓ **DO use a journalistic approach.**

- Record the FACTS: WHO, WHAT, HOW, WHEN and WHERE

✓ **DO write what you SEE and HEAR.**

- Avoid making assumptions about the child's feelings or motivation
- Resist inserting opinions, assumptions or judgments

✓ **DO write a description that builds a visual picture of the instructional environment.**

- Use descriptive words and direct quotes
- Include expressions, gestures or other actions

✓ **DO use data to inform and improve instruction**

- Interpret the evidence by reflecting on the meaningful and valuable information collected
- Use the interpretation to adapt and respond to the learning needs of the student.

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OBSERVATION-BASED NOTECARDS

OBSERVATION #1

Janna is asked to count the number of beanbags for her team. Janna moves one beanbag at a time while counting, without counting any beanbags twice or missing any. She reports that there are eight beanbags.

OBSERVATION #2

At the Art Center, Patrick counts out seven markers. He is asked, "How many markers did you count?" Without recounting the markers, Patrick says, "Seven."

OBSERVATION #3

When handed an early learning book with the spine facing toward him, Marquis opens the book from back to front. He flips the pages randomly but does not stop long enough to see what is on the pages. When Marquis gets to the last page or set of pages being turned, he closes the book.

OBSERVATION #4

Lori, Carrie, and Katina are in the dramatic play area. They look through the dress-up box to find clothes. They look so cute trying on their dress-up clothes and talk about going to a school dance. Lori is bossy with the other girls about which clothes they can try on. They continue to play for quite a while.

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OBSERVATION #5

Brenda is sharing an early learning book with her reading buddy, Soozi. Brenda is observed flipping the pages front to back, but she seems hesitant to share the book with Soozi. Eventually, Soozi asks Brenda to look at the book, too, and Brenda finally changes the position of the book so that both girls can see it.

OBSERVATION #6

The class is asked to clean up their group projects and move to the rug. Joe decides to finish his project before he cleans up. He doesn't like to leave projects undone. Joe continues to work while the other children are cleaning up. He seems angry when Anne starts to put the supplies away. Anne continues to clean up and Joe feels stressed that he will not be able to complete the project.

OBSERVATION #7

Tanya is working on her science report about dinosaurs. She stops writing and refers to her science notes. She then goes to the book bin to get an informational book on dinosaurs. Tanya refers to the book as she is working on her report.

OBSERVATION #8

In art, Max gets so frustrated that he cannot draw as well as some of the others in the class. He rips up his artwork and throws it away. A few minutes later, he pulls out a new sheet and starts to re-draw his picture.

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OBSERVATION #9

At recess, Rosie asked a group of girls if she could join them in the game they were playing. One of the girls told her no. Rosie started crying. When the teacher asked Rosie why she was crying, Rosie explained that she was upset about not getting to play with her friends. Rosie stated, "I don't think they like me." The teacher suggested that Rosie ask the girls why they didn't let her join their game. Rosie approached the girls and was told that the reason they told her no was because the game only allowed four players. They told Rosie they already had four players, but that when they finished they would take turns and let her play. Rosie said, "I'm sorry for getting upset. I thought you didn't want to play because you didn't like me."

OBSERVATION #10

Theo asked a group of classmates if he could join them in the Reading Corner. One boy said, "No!" Theo got really upset and started crying. He ran to his desk and continued to cry. The teacher tried to talk to him about why he was crying. Theo explained, "I am mad because they won't let me read with them." The teacher knew he was upset and thought that Theo felt like the other classmates didn't like him. He encouraged Theo to go back to the Reading Corner and ask why he couldn't join. Theo continued to be very angry and refused to talk to the other students because he said they hated him and that he hated them now too!

OBSERVATION #11

At the awards ceremony in the gym, the students had to go up several stairs to get on the stage. Davina's name was called for Terrific Kid. As she approached the stage, Davina walked up and down the stairs placing one foot on each step by herself.

OBSERVATION #12

On the way to specials, the class has to go up the stairs to get to the music room. Grey did great and made it all the way up and down the stairs!

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OBSERVATION #13

The class was instructed to create a bridge using interlocking blocks. Levi began to build his bridge. After a few tries, Levi asked his friend Caleb to help. Levi said, "Caleb, will you show me how you built your bridge? Your bridge looks strong, and I want my bridge to be strong, too."

OBSERVATION #14

Christopher was not paying attention during math instruction. He didn't listen to instruction and got very frustrated during independent work time. Christopher nervously asked his tablemate to help him do his math word problems.

OBSERVATION #15

During guided reading, Sela opens her text to the story the group is reading. Each group member takes turns reading aloud and then stops to talk about what was read. When it is Sela's turn, she reads her sentences aloud. But when asked to retell what she read, Sela is unable to retell the story.

OBSERVATION #16

During independent reading, Olivia selected a book that was very difficult. She read the entire book, from cover to cover. It was probably too hard for her because she was not able to understand what she was reading. Olivia looked very confused when asked questions about what she had read.

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OBSERVATION #17

At recess, Jett walks straight to the school garden. He tells the teacher, "This garden has lots of tomatoes ready to pick." The teacher tells Jett that he is very observant. Jett tells the teacher, "My grandpa has a tomato garden. He grows lots of tomatoes. He has a green thumb!" Jose overhead the conversation and says, "That's weird! Why is your grandpa's thumb green?" Jett replies, "His thumb isn't really green. It just means he is good at growing things."

OBSERVATION #18

Jackson is very good at writing stories. He uses lots of idioms in his writing. Today, he is very creative when he writes in his journal. He writes, "I told my brother to stop shoveling his cereal down his throat during breakfast."

OBSERVATION #19

Noah has been working on narrative writing. He created a story that introduced his main character, a dog named Dogzilla. Noah continued the story by writing about a problem that Dogzilla encountered. He ended the story with Dogzilla solving his problem. Noah used the writing anchor chart to check for all the story parts.

OBSERVATION #20

Kary was allowed to share today during writing block because she wrote a great story about her grandmother. Her touching ending even made some of her classmates cry.

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OBSERVATION-BASED NOTES
Recording Sheet

OBSERVATION #_____

OBSERVATION #_____

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Learning Focus: *Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.*

26

Just the Facts

45-60 minutes

✓ **Independent**

Materials:

- *Tips for Writing Observation-Based Notes* handout
- *Observation-Based Notes Reflection Sheet*

Directions:

Email the *Tips for Writing Observation-Based Notes* handout and the *Observation-Based Notes Reflection Sheet* to the participants. Invite participants to reflect on their current practice of collecting data through observation and recording that data. How do they use observation-based notes? Do the notes help the participant to understand what a student knows? Ask participants to read the *Tips for Writing Observation-Based Notes* handout and record examples of their own observation-based notes on the *Observation-Based Notes Reflection Sheet*. Request that they bring their reflections of current practices and the *Observation-Based Notes Reflection Sheet* to the next meeting for discussion.

Sample Email:
The NC K-3 Formative Assessment Process is designed to allow teachers to learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies. One of the strategies for collecting data is summarizing the observation with observation-based notes.

Writing observation-based notes is one way to document and keep track of important information in order to reflect and plan for next steps for instruction and learning experiences. A well-written note paints a visual picture of what was observed. It uses objective language to describe the child's actions (what the child may say, do, make or write) and is free of any bias, personal opinions, assumptions, interpretations and beliefs. Observation-based notes are an authentic strategy for assessing children during learning, as opposed to evidence collected through assessments that measure historical data, since observation-based notes capture information about students in real time and within the context of learning.

Directions:

1. Review the *Tips for Writing Observation-Based Notes* handout and reflect on your own practice of writing observation-based notes. How do you use observation-based notes? Do your notes help you understand what the student(s) know? Record your reflections.
2. Then, write examples of your own observation-based notes on the *Observation-Based Notes Reflection Sheet*.
3. Bring your reflections and your *Observation-Based Notes Reflection Sheet* to our next meeting on _____.

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OBSERVATION-BASED NOTES

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TIPS FOR WRITING OBSERVATION-BASED NOTES

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- Record the FACTS: WHO, WHAT, HOW, WHEN and WHERE

✓ **DO write what you SEE and HEAR.**

- Avoid making assumptions about the child's feelings or motivation
- Resist inserting opinions, assumptions or judgments

✓ **DO write a description that builds a visual picture of the instructional environment.**

- Use descriptive words and direct quotes
- Include expressions, gestures or other actions

✓ **DO use data to inform and improve instruction**

- Interpret the evidence by reflecting on the meaningful and valuable information collected
- Use the interpretation to adapt to and respond to the learning needs of the student.

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OBSERVATION-BASED NOTES
Reflection Sheet

OBSERVATION #_____

OBSERVATION #_____

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USING SITUATIONS TO LEVERAGE AND SUPPLEMENT CURRENT TEACHING PRACTICES

BACKGROUND INFORMATION

The NC K-3 Formative Assessment Process promotes the use of multiple assessment means for eliciting evidences of learning.

No single event or piece of evidence can tell educators everything they need to know about their students. Therefore, eliciting a variety of assessment data offers a more complete and authentic picture of what children know and are able to do. Using multiple assessment means, such as taking photos and recordings, writing observation-based notes, reviewing data from assessment instruments, collecting work samples and seeking family input, helps to uncover what the students' understandings and skills are currently in their learning and development. This essential information informs the teacher's instructional practices, allowing him/her to adapt and respond to the learning needs of the student. Because a variety of data from different contexts are important, NCDPI has developed Situations, a type of assessment means to support the NC K-3 Formative Assessment Process. Situations are designed to help teachers leverage existing practices and to supplement current practices as needed.

Situations are intentionally planned instructional activities designed to provide teachers guidance on and examples for setting up a learning activity to learn about students through observation and probing. Situations:

- Are organized around the five critical components of formative assessment
- Highlight potential opportunities for learning about students within the daily context
- Provide examples that help teachers see how they might leverage and/or supplement current classroom practices
- Offer examples and non-examples of probes to help teachers uncover what students know & understand
- Provide observational examples and connect the examples to the appropriate skills on the progression.

The purpose of the Situations is to support teachers' efforts in gathering important information about students. Therefore, teachers may use, adapt, or modify the Situations as needed so that the evidence collected is meaningful and actionable. Once evidence is collected, the teacher then uses that information, along with the construct progressions, to identify a student's current learning status and identify where the student likely needs to move next along the continuum of learning and development. Timely adjustments to instruction are then made in an effort to respond to the needs of each student.

The following guide outlines the Situations available for each of the constructs. All Situations are located on the wiki.

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Domain	Construct Progression	Situations
Approaches to Learning	Engagement in Self-Selected Activities	*Engagement in Purposeful Choices*
	Perseverance in Assigned Activities	*Persevering Through an Investigation*
Cognitive Development	Object Counting	*Counting Throughout the Day* *Grab a Handful* *How Many Are Here Today?* *Just One More*
	Problem Solving	*Building with STEAM in Mind* *The Cafeteria* *Pack for the Island*
Emotional-Social Development	Emotional Literacy	*Using Literature to Label Feelings* *On Monday When it Rained*
	Emotion Regulation	
Health & Physical Development	Crossing Midline	*Throughout the Day*
	Fine Motor: Grip and Manipulation & Hand Dominance	*Friendship Wreath* *Throughout the Day*
	Gross Motor: Walking, Pathways, Stair Climbing	*Obstacle Cards*
Language Development & Communication	Book Orientation Print Awareness	
	Following Directions	*Daily Routines with One-Step Directions* *Daily Routines with Two-Step Directions* *The Three Little Pigs*
	Letter Naming	
	Reading Comprehension: Monitoring Meaning	*Reading for Meaning*
	School-Related Vocabulary	*Science Investigation*
	Writing	*Writing Within a Project*

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

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KEY POINT: Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.

Collecting assessment data in a variety of ways during instruction offers a more complete and authentic picture of what children know and are able to do. Therefore, the NCDPI Situations offer strategies for eliciting evidence of student learning.

ASSESSMENT MEANS

- One type of assessment means is called "Situations". Situations are intentionally planned instructional activities designed to provide teachers guidance and examples for setting up a learning activity in an effort to learn about students' knowledge and understanding regarding a specific construct progression.
- Situations highlight opportunities for eliciting evidence of learning within the daily context.
- These optional activities are designed to provide examples of instruction that will help teachers see how they might leverage their current practices or supplement existing instruction if needed. Therefore, teachers may use, modify, and/or adapt the Situations as deemed appropriate.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.	Leveraging & Supplementing Current Teaching Practices: Using a Situation	27		✓	45-60 minutes	109

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Learning Focus: *Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.*

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Leveraging & Supplementing Current Teaching Practices: Using a Situation

45-60 minutes

✓ **Face-to-Face**

Materials:

- *Eliciting Evidence: Assessment Means* PowerPoint
- A Situation of your choice
- *Architecture of a Situation* handout
- *Architecture of a Situation* Notes for the Facilitator

Directions:

1. At the face-to-face meeting, use the *Eliciting Evidence: Assessment Means* PowerPoint to introduce the concept of leveraging current teaching practices through the use of a Situation.

   Example Introduction:
   Think about what you are already doing to learn about what your students know and are able to do. How many of you observe your students? Take notes about your students? Ask probing questions? Take photographs of your students work?

   The NC K-3 Formative Assessment Process acknowledges the importance of leveraging your current classroom practices in an effort to gather evidences of student learning. In order to take full advantage of the learning and assessment experiences that are already occurring, you would review the intentional lesson plans and purposefully and deliberately plan opportunities to observe and collect evidences of student learning during that particular lesson or activity.

   Situations offer support in identifying current opportunities for eliciting evidences and provide additional experiences teachers can implement in an effort to learn about what students know and are able to do in relation to the constructs.

2. Provide each participant with a Situation of your choice and the *Architecture of Situation* handout. Ask participants to use the Situation example to help identify the characteristics relevant to each component of a Situation and record those particular characteristics on the *Architecture of a Situation* handout.

3. Next, ask participants to share the characteristics they recorded on the handout. Use the *Architecture of a Situation* Notes for the Facilitator to highlight particular characteristics not addressed by the participants.

4. Then, ask participants to work with a partner or a small group to discuss the following questions:

   - How could you use this Situation in your own classroom?
   - How might you modify it to fit the needs of your students?

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- What additional opportunities exist during the day when evidences of student learning could be gathered?
- What probes do you currently use to help uncover what a student knows without guiding him/her to the answer?

5. Invite participants to share some of their answers with the entire group, and highlight/address particular aspects as needed.
6. Conclude the meeting by asking participants to reflect upon how they may use a Situation to help leverage and/or supplement current classroom practices. Ask each participant to record his/her thoughts on index card to be submitted as an exit ticket for later review and planning with the District Implementation Team and your regional consultant.

KEY POINT: Teachers can learn about their students in a variety of ways during instruction and collect evidence about students using a variety of strategies.

Collecting assessment data in a variety of ways during instruction offers a more complete and authentic picture of what children know and are able to do. Therefore, the NCDPI **Situations** offer strategies for eliciting evidence of student learning.

ASSESSMENT MEANS

- One type of assessment means is called "Situations". Situations are intentionally planned instructional activities designed to provide teachers guidance and examples for setting up a learning activity in an effort to learn about students' knowledge and understanding regarding a specific construct progression.
- Situations highlight opportunities for eliciting evidence of learning within the daily context.
- These optional activities are designed to provide examples of instruction that will help teachers see how they might leverage their current practices or supplement existing instruction if needed. Therefore, teachers may use, modify, and/or adapt the situations as deemed appropriate.

Follow-Up Activities:

Following this professional development activity, ask participants to review some or all of the Situations to explore more possibilities for leveraging/supplementing their current teaching practices.

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ARCHITECTURE OF A SITUATION

TITLE OF CONSTRUCT	
Selecting Learning Targets	
Preparation	
General Description	
Eliciting Evidence of Learning	
Interpreting the Evidence	
Adapting/ Responding to Learning Needs	
Observational Opportunities	

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ARCHITECTURE OF A SITUATION

TITLE OF CONSTRUCT	
Selecting Learning Targets	Includes the specific skills within each understanding that the situation addresses. Skills are tiered from simple to more complex.
Preparation	Identifies possible materials, resources, and preparation that need to occur for this particular situation.
General Description	Provides a brief picture of the overall activity/learning experience.
Eliciting Evidence of Learning	Identifies what a teacher may do and/or say within an activity/learning experience. Illustrates a means in which students can show what they know and are able to do. Includes "possible probes" (open-ended questions that invite a student to demonstrate what he or she knows and is able to do, while refraining from instructing or leading the student). Includes "probes to avoid" (questions that are instructional in nature or that inadvertently provide "the answer" for students).
Interpreting the Evidence	Provides a brief example of what a student may say, do, write, or make and connects that example to a "learning status" on the construct progression based on this evidence.
Adapting/ Responding to Learning Needs	Identifies the connection between interpreted evidence and next steps to meet the needs of the learner.
Observational Opportunities	Identifies various opportunities throughout the day that enable students to demonstrate their knowledge and skills related to the construct.

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ENGAGING FAMILIES IN THE NC K-3 Formative Assessment Process

BACKGROUND INFORMATION

The importance of strong home-school partnerships is recognized by both teachers and families and well-documented in the literature. For example, research has shown that children whose families are engaged in their schooling have more positive attitudes toward school and perform better academically, a finding that is consistent across all income and education levels, as well as across cultural backgrounds (Allen &Tracey, 2004). Families who feel good about the relationship with their child's school hold higher expectations for their child. When school personnel actively reach out to families and honor their contributions, relationships between home and school are strengthened (Iruka & Barbarin, 2009; Mapp, 2003), and the development of a student's self- efficacy, academic achievement, and emotional development is supported (Wang & Sheikh-Khalil, 2014).Tina Durnad's (2011) research regarding kindergarten found that parental involvement in schooling was central to early school success and was a significant predictor of children's literacy skills. The research is clear: families are key stakeholders in educating students, and opportunities for engagement are central to student's successes.

Finding ways to connect with families gives teachers the opportunity to learn about the child and better plan appropriate education experiences, while helping families learn about their child in school and understand ways they can support their child at home. Therefore, it is important for schools to work collaboratively with families and facilitate opportunities for families to be advocates in their child's social and academic endeavors (Anonymous, 2007). When school personnel actively reach out to families and caregivers, welcome them to school, honor their contributions, and connect with them through the children, relationships between families and school staff are strengthened (Iruka & Barbarin, 2009; Mapp, 2003). By learning from each other and working together, teachers and families are collectively better able to support the child's learning and development.

In an effort to support development of these relationships, family focus groups were held across North Carolina to understand families' perceptions regarding the NC K-3 Formative Assessment Process. Information collected from these focus groups indicated that while parents look to teachers for information about their children's academic and behavioral performance, they also wish to share information about their children regarding learning styles and personality traits, so teachers can better meet the needs of their students. Therefore, the NC K-3 Formative Assessment Process includes questions (in English and Spanish) designed to help teachers learn from families about the unique strengths and needs of each child in their classroom.. Ideally these questions would be used during a face-to-face conversation that occurs at the beginning of the school year (e.g. home visit, conference). A personal phone call might also be used if face-to-face meetings present challenges. Whichever method is used, the goal is to use questions as a starting point for an ongoing conversation between home and school regarding their child.

SUPPLEMENTAL RESOURCES

- ***Document:*** *A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools (2nd Edition)*
  This NCDPI edition includes suggestions and resources for program enhancement and comes with a toolkit to help schools engage families and community members in the process of raising achievement for all children. *(60 pages)*
- ***Toolkit:*** *Toolkit & Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools*
  This online NCDPI toolkit is designed to help schools more readily identify and incorporate strategies for working with families and communities as they engage them in the process of raising achievement for all students. Schools are encouraged to download the toolkit and store it for easy access and use.

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

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KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

ENGAGING FAMILIES IN THE NC K-3 FORMATIVE ASSESSMENT PROCESS

- Families are important partners in the education of children. By working collaboratively with families, outcomes for children are improved.
- Two-way communication is essential for achieving those improved outcomes. Families have information about their children that will help teachers, and teachers have information about students that will help families.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
A teacher can collect evidence about students using a variety of strategies.	Family Questions to Support the 5 Domains	28		✓	45-60 minutes	115

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Learning Focus: *A teacher can collect evidence about students using a variety of strategies.*

28

Family Questions to Support the 5 Domains

45-60 minutes

✓ **Face-to-Face**

Materials:

- *Five Domains of Learning and Development* LiveBinder
- *The 5 Domains of Learning and Development* handout
- *Eliciting Family Information to Support the 5 Domains* handout
- *5 Domains and Family Questions* recording sheet
- *5 Domains and Family Questions* Notes for the Facilitator

Pre-Learning Option:

Prior to the professional development activity, ask participants to explore the *Five Domains of Learning and Development* LiveBinder and bring family questions currently used to help learn about the child and the family to the meeting.

Directions:

This two-part activity provides an opportunity for participants to 1) reflect on current practices of engaging families in an effort to learn more about their child, 2) create and review questions for families that help to inform instruction in all 5 Domains of Learning and Development, and 3) strategize effective ways to use questions to learn from families.

PART 1: REFLECTING ON CURRENT PRACTICES

1. Using participants' questions brought to the session and the *5 Domains of Learning and Development* handout, ask participants to reflect on their current practice of using questions for gaining information to inform instruction that meets the needs of the whole child.
2. Pose the following questions to the group:
    - How do your current questions provide information about one or more of the 5 Domains of Learning and Development?
    - What information could families provide that would help inform you about the child's learning and development as related to the 5 Domains?
3. Ask participants to discuss with a partner their responses to the questions and identify areas of strength and possible areas of focus.

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PART 2: LEARNING FROM FAMILIES

1. Invite participants to read the *Eliciting Family Information to Support the 5 Domains* handout.
2. Discuss the Guiding Questions found on the *Eliciting Family Information to Support the 5 Domains* handout with participants and ask them to compare and contrast the guiding questions to those they brought to the session.
    a. Are there similarities between the *Guiding Questions* and those currently used?
    b. What type of information might you learn from families using the *Guiding Questions* that you may not have learned with those you currently use?
3. Using the *5 Domains and Family Questions recording sheet* handout, ask teachers to identify how the Guiding Questions could provide information about students as related to the 5 Domains. For example, responses to the question, "How does your child show emotions?" could inform the teacher about the child's emotional and social development, as well as how the child communicates and approaches learning.
4. Last, ask participants to discuss existing and potential opportunities that could allow teachers to ask these Guiding Questions. What opportunities currently exist for dialogue, conversation, and discussion? What are some other possible opportunities that could be provided to support two-way conversations?

Follow-Up:

Following this professional development activity, ask participants to choose a question to ask one or more of their families. What did they learn about their students that they did not already know? What did they learn from the families that validated information already learned about the student?

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

ENGAGING FAMILIES IN THE NC K-3 FORMATIVE ASSESSMENT PROCESS

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ELICITING FAMILY INFORMATION TO SUPPORT THE 5 DOMAINS

Given the integrated nature of development and learning across domains, supporting children more adequately in all domains promotes increased positive outcomes in student achievement. Thus, the five interrelated domains of learning and development included in North Carolina's definition of school readiness (Ready for School Goal Team, 2000) should constitute the focus of education during the early elementary school years and will serve as the organizing structure for the NC K-3 Formative Assessment Process. These five domains include the following:

1. Approaches to Learning
2. Cognitive Development
3. Emotional-Social Development
4. Health & Physical Development
5. Language Development & Communication

In an effort to support development in all 5 Domains of Learning and Development, the NC K-3 Formative Assessment Process includes information designed to encourage teachers to engage with families to learn about their students' unique strengths and needs. Acknowledging the role families play as their child's first and most consistent teacher, the NC K-3 Formative Assessment Process is designed to enable families to contribute to the assessment process and share the knowledge they have about their child with the teacher. This feature will enhance the relationship between teachers and families, promote two-way communication, and strengthen home–school partnerships.

Open-ended questions that encourage families to share information about their child can help teachers learn important information and strengthen the teacher's ability to meet the child's needs. Ideally these questions would be used during a face-to-face conversation that occurs at the beginning of the school year (e.g., home visit, conference). A personal phone call might also be used if face-to-face meetings present challenges. Whichever method is used, the goal is to use the questions as a starting point for an ongoing conversation between home and school regarding the student.

PARTNERING WITH FAMILIES: GUIDING QUESTIONS

- What is your child most excited about learning?
- How does your child typically approach new things, such as meeting new people or going to new places? How do you help your child prepare for new experiences?
- What new things would you like your child to learn? Why are these important to you?
- How does your child show emotions? (e.g., happiness, sadness, surprise, frustration) How do you respond? (e.g., when s/he shows happiness …frustration)
- What does your child like to do at home or with family and friends? (e.g., favorite games, books, toys, activities)
- What can we do to help your child be successful?

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5 DOMAINS AND FAMILY QUESTIONS
Recording Sheet

Think about each of the 5 Domains of Learning and Development and the importance of teaching to the whole child. How might the *Partnering with Families: Guiding Questions* provide information about the child's learning and development as related to the 5 Domains? Record your thinking below.

PARTNERING WITH FAMILIES: GUIDING QUESTIONS

- What is your child most excited about learning?
- How does your child typically approach new things, such as meeting new people or going to new places? How do you help your child prepare for new experiences?
- What new things would you like your child to learn? Why are these important to you?
- How does your child show emotions? (e.g., happiness, sadness, surprise, frustration) How do you respond? (e.g., when s/he shows happiness …frustration)
- What does your child like to do at home or with family and friends? (e.g., favorite games, books, toys, activities)
- What can we do to help your child be successful?

APPROACHES TO LEARNING
COGNITIVE DEVELOPMENT
EMOTIONAL-SOCIAL DEVELOPMENT
HEALTH & PHYSICAL DEVELOPMENT
LANGUAGE DEVELOPMENT & COMMUNICATION

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5 DOMAINS AND FAMILY QUESTIONS
Recording Sheet

NOTE TO FACILITATOR: Although the family responses will ultimately determine what information is gleaned from the guiding questions, the questions are designed to gather information about the whole child. Below are questions that are likely to generate information as it relates to the 5 Domains.

APPROACHES TO LEARNING

- **Q:** What is your child most excited about learning?
- **Q:** What new things would you like your child to learn? Why are these important to you?
- **Q:** What does your child like to do at home or with family and friends? (e.g., favorite games, books, toys, activities)
- **Q:** What can we do to help your child be successful?

COGNITIVE DEVELOPMENT

- **Q:** What is your child most excited about learning?
- **Q:** What new things would you like your child to learn? Why are these important to you?
- **Q:** What does your child like to do at home or with family and friends? (e.g., favorite games, books, toys, activities)
- **Q:** What can we do to help your child be successful?

EMOTIONAL-SOCIAL DEVELOPMENT

- **Q:** What is your child most excited about learning?
- **Q:** How does your child typically approach new things, such as meeting new people or going to new places? How do you help your child prepare for new experiences?
- **Q:** What new things would you like your child to learn? Why are these important to you?
- **Q:** How does your child show emotions? (e.g., happiness, sadness, surprise, frustration) How do you respond? (e.g., when s/he shows happiness …frustration)
- **Q:** What can we do to help your child be successful?

HEALTH & PHYSICAL DEVELOPMENT

- **Q:** What is your child most excited about learning?
- **Q:** What new things would you like your child to learn? Why are these important to you?
- **Q:** What can we do to help your child be successful?

LANGUAGE DEVELOPMENT & COMMUNICATION

- **Q:** What is your child most excited about learning?
- **Q:** What new things would you like your child to learn? Why are these important to you?
- **Q:** What can we do to help your child be successful?

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THE 5 DOMAINS OF LEARNING AND DEVELOPMENT

1. **APPROACHES TO LEARNING** addresses how children learn and includes children's attitudes toward and interest in learning. It reflects behaviors and skills such as curiosity, planning, flexibility, motivation, focus, problem-solving, and persistence. Children show these characteristics in the way they learn in all the domains and curriculum areas.

2. **COGNITIVE DEVELOPMENT** focuses on children's ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, children play an active role in their own cognitive development. They begin to explain, organize, construct, and predict skills that lay the cognitive foundation needed to explore and understand increasingly sophisticated concepts and the world in which they live. They learn to apply prior knowledge to new experiences, and then use this information to refine their understanding of concepts, as well as form new understandings.

3. **EMOTIONAL-SOCIAL DEVELOPMENT** includes children's feelings about themselves and also addresses their ability to relate to others. Learning to manage and express emotions is also a part of this domain. Children's development in this domain affects their development in every other domain. For instance, children who develop a positive sense of self are more likely to try new things and work toward reaching goals. They tend to accept new challenges and feel more confident about their ability to handle problems or difficulties that may arise.

4. **HEALTH & PHYSICAL DEVELOPMENT** focuses on physical growth, motor development, sound nutritional choices, self-care, and health/safety practices. This domain is the foundation for the future health and well-being of all children. Good physical health and motor development support children's learning and play a part in their ability to be successful in almost any type of activity.

5. **LANGUAGE DEVELOPMENT & COMMUNICATION** focuses on the foundational skills that children acquire and use in early elementary school and continue to develop throughout their schooling. These skills include speaking, listening, reading, and writing. This domain encompasses nonverbal and verbal language skills used in understanding language and speaking effectively with others, as well as important emergent literacy skills in early reading and writing. This domain provides an integrated approach for understanding and supporting language and literacy development in children.

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EXAMINING EFFECTIVE PRACTICES THAT SUPPORT A FORMATIVE ASSESSMENT PROCESS

BACKGROUND INFORMATION

Scientists and researchers agree: The PreK-3rd grade years are the most promising window of opportunity during which to influence children's lifelong trajectories (Kauerz, 2013). In fact, brain research indicates that the older the children are, the more difficult it becomes to close achievement gaps. Therefore, it is critical that children experience effective, evidence-based practices, to support lifelong success. In order to optimize student learning, teachers need to utilize a formative assessment process that identifies strengths and areas for support for each student in the Five Domains of Learning and Development. This process is already used by master teachers and has been shown to improve learning outcomes (Black & William, 1998; William & Thompson, 2007)

In order to formatively assess children across the five domains, it is important to set up classrooms that provide as many opportunities as possible for students to demonstrate their skills and abilities and reveal areas of challenge. An environment that supports that goal can look very different from classroom to classroom, but it must have certain features:

- Learning is optimized when children have positive relationships with their teacher and with their peers. An environment that promotes children talking and listening is fundamental to the formation of those relationships.
- As the formative assessment process is integrated into the instructional day, there must be time for teachers to observe, probe and spend time with children as they work to master skills and knowledge. This means ensuring that there are times for children to work individually, work in small groups, make choices, and have access to many and varied materials.
- Teachers need the support of their administrators to take risks, to try new things, and to set up classrooms in new ways so that teachers can learn about their students through observation, probing, and conversation.
- Planning and intentionality are key to a successful environment. Teachers must know what they need to assess and make sure they have prepared the time, materials, probing questions, and structure that allow them to get the information they need to inform ongoing instruction.

SUPPLEMENTAL RESOURCES

- **Article:** *The Path to Lifelong Success Begins with P-3, by Kristie Kauerz 2013* (www.naesp.org)
  Standards- and assessment-based reforms have helped to identify which children exhibit more success in third grade and beyond; but to date these efforts have failed to meaningfully close achievement gaps. The lesser known "P-3" reform approaches, however, are gaining traction because they focus on the crucial early childhood years from preschool through third grade. (5 pages)
- **Document:** *The Power of K: North Carolina Position Statement on Kindergartens of the 21st Century* (endorsed 2007)
  This NC State Board of Education-endorsed Kindergarten Position Statement identifies important characteristics of a high-quality Kindergarten program. Key aspects of intentional teaching and learning critical to the success of these young children are discussed.

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- **Kindergarten Demonstration Classrooms:** *NC Office of Early Learning Pre-Kindergarten & Kindergarten Demonstration Programs*
  NCDPI's Office of Early Learning offers six kindergarten demonstration classrooms for observation and professional learning through funding from the Division of Exceptional Children and the Title I Program. These demonstration classrooms offer educators and administrators high-quality early childhood observation sites that demonstrate inclusive research-based instructional practices. For more information about arranging a classroom visit, please contact Carla Garrett (Carla.garrett@dpi.nc.gov).

- **LiveBinder:** *Developmentally Appropriate Practice Resources (DAP)*
  This LiveBinder defines developmentally appropriate practices for Pre-K–Grade 3 and provides multiple articles & resources that explore effective DAP teaching strategies. This LiveBinder can be used as an independent self-study tool or integrated within a collaborative learning experience (e.g. professional learning community or a staff training session).

- **Resource Library:** *PreK-3rd Grade Resources, Prepared for the Listening and Learning Event: Understanding PreK-3rd Structures, US Department of Education, US Department of Health & Human Services*
  This document identifies key resources aimed to inform policymakers, educators, researchers, and others about PreK-3rd issues. (2 pages)

- **Webinar:** *Developmentally Appropriate Practice Webinar (June 2014)*
  This webinar features **Dr. Eva Phillips**, the co-author of the NAEYC book Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Kindergartners and Ready Schools Coordinator for Winston-Salem/Forsyth County Schools. Dr. Phillips discusses the core tenets of developmentally appropriate practices and why they are critical to student success. The webinar then connects DAP to the NC K-3 Formative Assessment Process. Updates regarding the KEA pilot and the assessment development process are also included. (56 minutes)

- **Webinar:** *Supporting Principal Leadership for PreK-3rd Grade Learning Communities, CEELO (2015)*
  NAESP's recently released, "Leading Pre-K-3 Learning Communities: Competencies for Effective Practice" offers principals, teachers, family members, and others best practices, relevant resources, and indicators to guide new efforts to align early care and education with early elementary grades. This webinar addresses ways to:
  - Enhance SEA and LEA leadership capacity for building P – 3rd grade communities.
  - Cultivate standards of effective practice for P – 3rd grade principals and related leaders.
  - Develop practical implementation strategies as described by an elementary school principal and state early education leader.
  - Consider implications for state and local policy makers, technical assistance and professional development providers, and higher education.

- **Website:** *FirstSchool – Frank Porter Graham Child Development School – University of North Carolina – Chapel Hill, NC http://firstschool.fpg.unc.edu/*
  FirstSchool is a PreK-3rd grade approach to improving early elementary school experiences for African American, Latino, and low-income children and their families. Close partnerships are formed with educators at the state, district, and school level to:
  1) foster collaborative inquiry and a more effective use of data;
  2) develop curriculum that is aligned, balanced, integrated, relevant, and developmental;
  3) promote sound instructional practices within cultures of caring, competence, and excellence;
  4) strengthen two-way home-school partnerships that view families as important sources of knowledge about their children and;
  5) work across grade levels to create a more seamless PreK-3rd grade experience for children and families.

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KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

- Classroom environments that utilize a variety of settings allow teachers opportunities to observe students and ask probing questions.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.	Reflecting Upon Current Practices & Setting Goals	29		✓	45-60 minutes	124
	Reflecting Upon Current Practices & Setting Goals	30	✓		45-60 minutes	127
	Exploring Resources on the DAP LiveBinder	31	✓		1-3 weeks	129

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Learning Focus: *The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.*

29

Reflecting Upon Current Practices & Setting Goals

45-60 minutes

✓ **Face-to-Face**

Materials:

- *Self-Assessment: Effective Practices That Support a Formative Assessment Process* handout
- Link to the self-assessment survey (to be created by the District Implementation Team)
- *Examining Effective Practices* PowerPoint

Pre-Learning Activity:

Prior to the face-to-face meeting, email the *Self Assessment: Effective Practices that Support a Formative Assessment Process* to the participants. Ask participants to complete the self-assessment regarding their current instructional practices and classroom environment and bring their completed self-assessment to the upcoming face-to-face meeting.

Sample Email:
We have been exploring the 5 Domains of Learning and Development, along with the importance of being a careful observer during the learning process. Because the NC K-3 Formative Assessment Process occurs during instruction – rather than as an isolated event apart from instruction – we need to examine our current instructional practices and classroom environments.This will help us identify our strengths as well as our needs, and develop strategies for enhancing our K-3 programs to support the use of formative assessment.

- Attached, you will find the *Self-Assessment: Effective Practices That Support a Formative Assessment Process* handout.
  - Complete the *Self-Assessment: Effective Practices That Support a Formative Assessment Process* (using the attached document).
  - In an effort to learn about our strengths and needs as a grade level, please re-enter your self-reflection scores on the survey link. Your personal entry will remain anonymous.
  - Bring a hard copy of your self-assessment to the meeting on to assist with goal-setting and identifying strategies for reaching these goals. Your self-assessment is a tool for you to use and will not be collected

Directions:

1. Prior to the meeting, review the data from the self-assessment survey and compile the data into a graph/report for distribution at the meeting.
2. At the meeting, share the overall results of the self-assessment with the participants. Note particular strengths of the team and particular areas of focus. You may wish to also share the Examining *Effective Practices* PowerPoint in an effort to reemphasize the importance of self- assessment and/or highlight particular effective practices.

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3. Next, form job-alike groups (e.g., teachers, assistants, coaches, administrators, support staff) and, while reflecting on the data from the survey, invite them to discuss the following questions:
    - How can I support the components of the self-assessment in my current role?
    - How can I support others in their endeavors to promote the components of the self-assessment?
4. Invite job-alike groups to share their thoughts and responses from their table discussions.
5. Conclude by asking each participant to record 2–3 short-term goals related to their individual self-assessment (e.g., putting a component in place, improving a particular aspect).

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This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

- Classroom environments that utilize a variety of settings allow teachers opportunities to observe students and ask probing questions.

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SELF-ASSESSMENT: EFFECTIVE PRACTICES THAT SUPPORT A FORMATIVE ASSESSMENT PROCESS

	I am just becoming aware of this practice.	I am just beginning to develop this practice in my classroom.	I make regular attempts to use this practice in my classroom.	This is a common practice in my classroom.
ORGANIZATION OF CLASSROOM SCHEDULE, MATERIALS & SPACE				
Classroom arrangement creates space for various-size groupings of students to occur (whole group, small groups, centers/stations, and individual).				
Materials that support learning in all content areas are organized and easily accessible to children.				
INSTRUCTIONAL PLANNING & INSTRUCTION				
A variety of learning formats are used daily (large groups, small groups, developmental centers, learning stations, partners, and daily routines).				
A variety of instructional learning formats are used to maximize student engagement and accommodate for children's learning styles, needs, interests, and strengths (e.g., project-based learning, self-selected activities, teacher-directed activities, multi-media resources, actively engaging activities).				
Children have opportunities to learn and explore all aspects of the curriculum, including science, social studies, technology, and the arts.				
Teachers facilitate and coach students during the learning process. Students explore, ask questions, use resources, and work independently or cooperatively to achieve their learning objectives.				
Effective questioning techniques are used to probe, extend, and clarify student responses and thinking.				
Teacher partners with instructional specialists (e.g., exceptional children teacher, second language teachers, instructional facilitators, PE teacher, music teacher, guidance) to provide appropriate instructional strategies to meet individual needs and to ensure the whole child is considered during planning.				
CLASSROOM CLIMATE				
Positive relationships between and among students and teachers are intentionally developed and supported.				
Students have opportunities and are supported in ways that help them practice and develop self-regulation throughout the day.				
Students have opportunities and are supported in ways that help them develop social and behavioral skills rather than punished or coerced for their actions.				
The classroom is emotionally safe and encourages children to take risks, ask questions, share opinions, and consider the ideas of others.				

Informed by: Harms, T., Clifford, R., & Cryer, D. (2004). Early Childhood Environment Rating Scale Revised. New York: Teachers College Press. | Pianta, R., La Paro, K. M., & Hamre, B. K. (2008). Classroom Assessment Scoring System (CLASS). Baltimore, MD: Brookes, Inc. | Ritchie, S., Weiser, B., Kraft-Sayre, M. E., Mason, E., Crawford, G., & Howes, C. E. (2010). Snapshot codebook- FirstSchool.

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Learning Focus: *The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.*

30

Reflecting Upon Current Practices & Setting Goals

45-60 minutes ✓ **Independent**

Materials:

- *Self-Assessment: Effective Practices That Support a Formative Assessment Process* handout (see page 126)
- Virtual collaborative environment

Directions:

PART I

Turn the *Self-Assessment:Effective Practices That Support a Formative Assessment Process* handout into an online survey (e.g., using a platform like Google Form or Survey Monkey). Then, prepare the virtual collaborative space by providing a place for participants to respond to the following questions:

a. How can I support the components of the self-assessment in my current role?
b. How can I support others in their endeavors to promote the components of the self-assessment?
c. What are 2–3 personal short-term goals I can make that relate to my self-assessment? (e.g., putting a component in place, improving a particular aspect)

PART II

- Email to participants the *Self-Assessment: Effective Practices That Support a Formative Assessment Process* handout, a link to a district-made survey, and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle). Ask participants to use the self-assessment to consider their current classroom environment and record their reflections on the form. Then, ask participants to determine goals based on their self-assessment, identify strategies for reaching their own personal goals, and offer strategies for supporting others in reaching their own goals.

  Sample Email:
  We have been exploring the 5 Domains of Learning, along with the importance of being a careful observer during the learning process. Because the NC K-3 Formative Assessment Process occurs during instruction – rather than as an isolated event apart from instruction – we need to examine our current instructional practices and classroom environments. This will help us identify our strengths as well as our needs, and develop strategies for enhancing our K-3 programs to support the use of formative assessment.

- Attached, you will find the *Self-Assessment: Effective Practices That Support a Formative Assessment Process* handout.

  1. Complete the self-assessment (using the attached document).
  2. In an effort to learn about our strengths and needs as a grade level, please re-enter your self-reflection scores on the survey link. Your personal entry will remain anonymous.
  3. Visit the collaborative space to identify some short-term goals for yourself and suggest strategies for how you can support your goals as well as the goals of others.

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PART III

Following your district implementation action plan, have your responses available for the follow-up experience to ensure that participants understand the key points.

For Example: Invite participants to discuss their thoughts about becoming a careful observer with other colleagues during a grade-level meeting or a professional learning community in the school

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31

Exploring Resources on the Developmentally Appropriate Practices LiveBinder

1-3 weeks

✓ **Independent**

Materials:

- Access to the *Developmentally Appropriate Practices (DAP)* LiveBinder
- *DAP LiveBinder* recording sheet

Directions:

Once participants have identified some short-term goals regarding classroom environment and instructional practices, ask participants to explore the *Developmentally Appropriate Practices* (DAP) LiveBinder. Based on their short-term goals, ask participants to select 2–3 items from the LiveBinder to review in an effort to support their goals. Once reviewed, ask participants to use the *DAP LiveBinder* Recording Sheet to record what they reviewed and how they used the information to support their efforts in reaching their goals. Then, ask participants to bring their documentation form to the next meeting for discussion.

KEY POINT: The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.

a. There are a variety of ways to learn about students during instruction, including observation and questioning.

b. Classroom environments that support the Formative Assessment Process allow teachers to learn about students in a variety of settings.

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DEVELOPMENTALLY APPROPRIATE PRACTICES LIVEBINDER
Recording Sheet

Record your short-term goals, what you reviewed from the LiveBinder, and how you used the information to support your efforts in reaching the goals.

My short-term goal	
What I reviewed on the *DAP* LiveBinder	**How the information supports my short-term goal**

My short-term goal	
What I reviewed on the *DAP* LiveBinder	**How the information supports my short-term goal**

My short-term goal	
What I reviewed on the *DAP* LiveBinder	**How the information supports my short-term goal**

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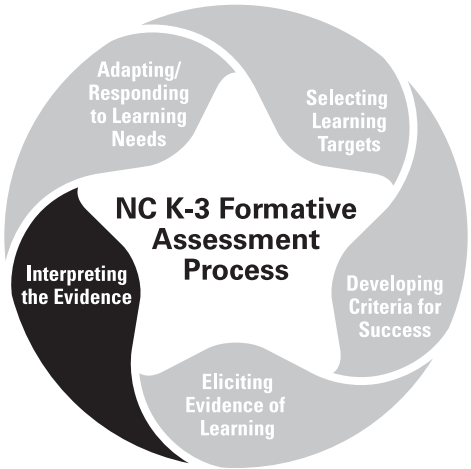
INTERPRETING THE EVIDENCE

INTERPRETING THE EVIDENCE



The teacher accurately interprets evidence generated from the use of multiple ongoing assessment means in an effort to understand what the student knows and is able to do. This careful consideration helps the teacher answer the question, **What do the evidences of learning tell me about the student?** Then the teacher uses this information to refer to the construct progression in an effort to identify students' current learning status.

CRITICAL COMPONENT: INTERPRETING THE EVIDENCE	
Core Element	**Expected Implementation**
CONSTRUCT PROGRESSIONS: Construct progressions identify the building blocks of learning of concepts/ skills/ practices over time. Construct progressions are not standards, pacing guides, or curriculum scope and sequences. Rather, construct progressions lay out increasingly more complex understandings of core concepts, principles, or skill development, providing a picture of what it means to develop in an area of learning (Heritage, 2008). LEARNING STATUS: The learning status is represented by a point along a construct progression. Teachers decide what skill on a construct progression best describes the student's overall performance based on the evidence they have gathered.	Accurately interprets evidence generated from the use of multiple ongoing assessment means and locates students' current learning status along the construct progressions for all five domains of learning and development.

In this chapter, 1) Background Information & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided to help educators **Interpret Evidences of Learning** and how to successfully implement this critical component of the formative assessment process.

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INTERPRETING EVIDENCES OF LEARNING

BACKGROUND INFORMATION

It is important for educators to be purposeful observers, ask probing questions, and accurately record observations so that the evidences of learning can be elicited and used to inform instructional practices. Once evidence is elicited, the teacher uses the data and the **construct progression** to interpret what the child knows and is able to do and identify the student's current learning status. This **learning status** represents a point along a construct progression that best describes the student's current skills and abilities based on the evidence gathered. It is important to remember that the process of identifying a child's learning status is not an exact science. It is the teacher's best interpretation at one point in time based on the current evidence(s) collected.

As the teacher interprets the evidence, additional discoveries beyond specific information about a child may also be made. For example, a teacher may:

- **Discover gaps in his/her own understanding of what a student knows and realize that more information is needed.**

  Ex: The teacher has several pieces of documentation that illustrate a student's ability to count a collection of up to 10 objects with cardinality. However, all of the evidence collected occurs when the objects were arranged in a straight line. The teacher wonders what the student is able to do when the objects are arranged in a circle or placed in a scattered arrangement.

- **Discover patterns in the data that inform the classroom structure (physical environment, daily routines, classroom climate, classroom schedule)**

  Ex: The teacher notices that only a few evidences collected focus on problem-solving, and of those, none of them capture children's ability to justify and explain their thinking. The teacher thinks about the daily schedule and ways to provide students with ample time to discuss, justify, and construct arguments for their thinking.

- **Identify areas for further attention**

  Ex: Most of the students have a similar misconception; thus, some new and varied learning experiences are likely needed to teach the particular concept in a different way.

Being a careful observer leads to purposeful, focused and intentional planning. Teachers can make well-informed decisions about next steps by uncovering what the students currently know, identifying the appropriate understandings and skills the students need to learn next, and tailor instruction to the students' needs (Heritage, 2007). In addition, careful consideration of evidence can reveal information about the overall instructional program.

SUPPLEMENTAL RESOURCES

- **Facilitated Course:** *Introduction to Data Literacy*
  This free, facilitated course provides an introduction to data literacy. Both teacher and principal perspectives are included. It includes information on types of data, strategies for analyzing and understanding data, and processes for determining how these can influence instructional practices. In order to design effective instruction and learning environments, educators need to determine what learners know, and effectively use evidence collected. This course aims to provide learning experiences that develop or enhance abilities to find, evaluate, and use data to inform instruction. (5 weeks, 1.0 CEU) rt3nc.org

- **Facilitated Course:** *Data Literacy in Action*
  In this free facilitated course, the concepts of data literacy introduced in the introductory course

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will be explored further. The course introduces a data interpretation cycle that can be used to inform instructional decision-making and addresses the steps of that cycle in depth. (6 weeks, 1.0 CEU) rt3nc.org

- **Self-Paced Module:** *Analyzing Evidence & Descriptive Feedback/NC FALCON*
  This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria. At the end of this module, participants will be able to: 1) effectively examine student work, 2) understand the differences between evaluative and descriptive feedback, and 3) enhance student learning through descriptive feedback. (1 hour estimated seat time and 4 hours total time) center.ncsu.edu/ncfalcon
- **Self-Paced Module:** *Data Literacy in Action*
  In this free self-paced module, the concepts of data literacy introduced in the introductory module will be explored further. The module introduces a data interpretation cycle that can be used to inform instructional decision-making and addresses the steps of that cycle in depth. (1.0 CEU) rt3nc.org
- **Self-Paced Module:** *Introduction to Data Literacy*
  This free module includes information on types of data and strategies for analyzing and understanding data. Activities involve learning experiences that develop and enhance strategies to identify, evaluate, and use data to inform instruction. (0.4 CEU) rt3nc.org

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the **moment has occurred.**

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Evidences used to guide instruction.	Got Evidences — Now What? Part 1 (Object Counting)	32		✓	30-45 minutes	137
	Got Evidences — Now What? Part 1 (Object Counting)	33	✓		30-45 minutes	142
	Got Evidences — Now What? Part 1 (Book Orientation & Print Awareness)	34		✓	30-45 minutes	144
	Got Evidences — Now What? Part 1 (Book Orientation & Print Awareness)	35	✓		30-45 minutes	149
	Got Evidences – Now What? Part 1 (School-Related Vocabulary)	36		✓	30-45 minutes	151
	Got Evidences – Now What? Part 1 (School-Related Vocabulary)	37	✓		30-45 minutes	155

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Learning Focus: *Evidence is used to guide instruction.*

32

Got Evidences — Now What? Part I (Object Counting)

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Evidences of Learning: Object Counting* handout
  - Notes from *Assessing Math Concepts*, Kathy Richardson (or an example specific to your district)
  - Object Counting Observation-Based Note
  - Object Counting Photo w/Observation-Based Note
- *Evidences of Learning: Object Counting* Notes to the Facilitator handout
- Object Counting Construct Progression, one per participant
- Laptop/computer/tablet per group with internet access

Directions:

1. Ask participants to form small groups of three or four people and direct them to the *Evidences of Learning: Object Counting* handout or wiki. Provide a copy of the Object Counting Progression for each participant.
2. Ask each group to carefully review the three evidences of learning found on the handout or wiki and use the Object Counting construct progression to interpret the evidence and identify the student's current learning status, answering the question: *Where along the progression does the student appear to be?*

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child's current learning status.

3. Once most groups have identified a learning status, invite different groups to share their thinking and decisions. If different decisions about the learning status were made among the groups, discuss the thinking further, acknowledging that this is not an exact science and that we are making the best possible decision based on the evidence we have collected.
4. Next, ask the groups to identify the next learning target, answering the questions:
   - *What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
   - *How will I know if s/he knows, understands or is able to do it? What are my criteria for success?*
5. Invite one or two groups to share their thoughts regarding possible instruction experiences with the whole group. Conclude by highlighting particular resources that teachers, your district or NCDPI may have available to support instructional planning. You may wish to extend this activity by discussing how a teacher may adapt to or respond to the learning needs (See Part II).

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Follow-Up:

Ask each participant to select one person to collect evidences about object counting. Then, have participants bring the data collected to a PLC meeting by a designated date. During the meeting, ask participants to work together in a small group to analyze the evidence collected and identify a learning status for each student. Last, ask the participants to select one of the students brought forth, identify the student's next learning target, and discuss possible instructional strategies. Ask participants to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss outcomes with other teachers.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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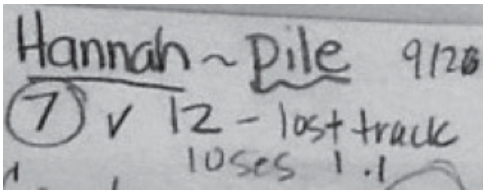
EVIDENCES OF LEARNING: OBJECT COUNTING

A: NOTES FROM *ASSESSING MATH CONCEPTS,* KATHY RICHARDSON



Name: Hannah

Date: September 26

Activity: AMC Counting Objects Interview

Hannah counted the seven cubes in a pile accurately without missing any or losing track. After counting the last cube, she looked up and said, "There's seven." When she counted the 12 cubes in a pile, she lost track and did not maintain one-to-one correspondence.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah

Date: October 1

Activity: Math Learning Station: Grab a Handful

Hannah chooses a bag, grabs a handful of pom-poms from inside the bag, and scatters them on the table. She points to each pom-pom and counts, "One, two, three, four, five, six, seven, eight" without counting any of them twice or missing any pom-poms. When I asked her how many, she correctly counts them again, "One, two, three, four, five, six, seven, eight" and then says, "Eight."

C: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah

Date: October 3

Activity: Math Journal

Hannah picked a stack of connecting cubes, pointed to each cube and counted one through eight without counting any of them twice or missing any. Then, she shows the stack to Brittany and counts them accurately again in front of her and says, "Eight."

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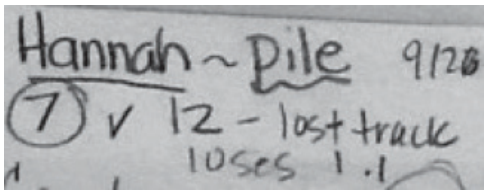
NOTES FOR THE FACILITATOR

EVIDENCES OF LEARNING: OBJECT COUNTING

A: NOTES FROM *ASSESSING MATH CONCEPTS,* KATHY RICHARDSON



Name: Hannah | **Date:** September 26 |
Activity: AMC Counting Objects Interview

Hannah counted the seven cubes in a pile accurately without missing any or losing track. After counting the last cube, she looked up and said, "There's seven." When she counted the 12 cubes in a pile, she lost track and did not maintain 1-to-1 correspondence.

NOTE TO FACILITATOR: This observation addresses a collection of seven and 12 objects arranged in a pile. For seven objects, Hannah is able to say the counting words sequentially, demonstrate 1-to-1 correspondence, and keep track of the objects counted. She also demonstrates cardinality by stating the number of cubes counted.

However, for the pile of 12 objects, Hannah loses track of the objects counted and begins to say a number word for more than one object.The example does not specify when Hannah lost track or lost 1-to-1 correspondence with the collection of 12, nor does it indicate any other information about numbers 8 through 11.

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity. (Cardinality)**

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah | **Date:** October 1 | **Activity:** Math Learning Station: Grab a Handful

Hannah chooses a bag, grabs a handful of pom-poms from inside the bag, and scatters them on the table. She points to each pom-pom and counts, "One, two, three, four, five, six, seven, eight" without counting any of them twice or missing any pom-poms. When I asked her how many, she correctly counts them again, "One, two, three, four, five, six, seven, eight" and then says, "Eight."

NOTE TO FACILITATOR: This note addresses a collection of eight objects arranged randomly. Hannah accurately counts the pom-poms, says the counting words sequentially, demonstrates 1-to-1 correspondence, and keeps track of the objects counted. When asked "how many?" Hannah does not automatically say, "Eight." Instead, she recounts the cubes and then says, "Eight."

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity. (Cardinality)**

If Hannah had immediately stated "eight" without recounting, then the current learning status based on this evidence would be (E) States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.

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C: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah | **Date:** October 3 | **Activity:** Math Journal

Hannah picked a stack of connecting cubes, pointed to each cube and counted one through eight without counting any of them twice or missing any. Then, she shows the stack to Brittany and counts them accurately again in front of her and says, "Eight!"

NOTE TO FACILITATOR: This note illustrates that Hannah accurately counts the cubes arranged in a row, says the counting words sequentially, demonstrates 1-to-1 correspondence, and keeps track of the objects counted. She recounts them accurately, and after the recounting she states the total quantity of eight.

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity. (Cardinality).**

If Hannah had turned to Brittany and stated "eight" without recounting, then the likely current learning status based on this evidence would be (E) States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.

INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. In these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

Other times, the teacher will have multiple pieces of evidence to consider. When considering these three evidences collectively, and not as single evidences, then the likely learning status would be: **(D) States or indicates that the last number counted is the total quantity. (Cardinality).**

There is evidence that indicates that Hannah keeps track of objects up to eight without losing track or 1-to-1 correspondence. However, because she recounts the objects before telling how many she counted, she does not yet demonstrate the next skill (E) States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.

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Learning Focus: *Evidence is used to guide instruction.*

Got Evidences — Now What? Part I (Object Counting)

33

30-45 minutes

✓ **Independent**

Materials:

- Object Counting Construct Progression, electronic version

Directions:

1. Email the participants the Object Counting construct progression.
2. Ask each participant to select one student to collect evidences on object counting and to bring the data collected to his/her PLC meeting by [a designated date].
3. Ask participants to work together during the PLC to analyze the evidence collected and identify a learning status for each student.
4. Ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies.
5. Ask participants to bring the evidences, the learning statuses, and the instructional strategies to the next district meeting to share and discuss with other teachers.

   Sample Email: You plan learning experiences every day with your students' needs in mind. Finding ways to move your students forward in their learning is key to successful learning outcomes. Knowing the current learning status, selecting learning targets, using multiple means of assessment, and interpreting and adapting plans are all components used to develop and create lessons that address students' needs. The following activity will help to further connect these pieces of the NC K-3 Formative Assessment Process and enhance your ability to make well-informed decisions about planning and instruction using data collected.

   Directions:

   1. Choose one student to collect evidences about object counting, and bring the data collected to your PLC meeting by [a designated date].
   2. Work together with your colleagues during your PLC to analyze the evidence collected and identify a learning status for each student selected.
   3. Then, select one student, identify the student's next learning target and discuss possible instructional strategies. Consider these guiding questions during your discussion:
      - *"What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
      - *How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?*
   4. Last, bring your evidences, the learning statuses, and the instructional strategies to our next district meeting to share and discuss with other participants.

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Follow-Up:

During the follow-up face-to-face meeting, pair teams to share data, their interpretations, and their instructional strategies. As one team is sharing, ask the team that is listening to reflect on what is heard and if the guiding questions (above) are answered.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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Learning Focus: *Evidence is used to guide instruction.*

34

Got Evidences — Now What? Part I (Book Orientation & Print Awareness)

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Evidences of Learning: Book Orientation & Print Awareness* handout (can also be accessed on wiki):
  - Book Orientation & Print Awareness Photos w/Observation-Based Note
  - Book Orientation & Print Awareness Observation-Based Note
  - mClass: Reading 3D-TRC Print Concepts Data Example (or another example specific to your district)
- *Evidences of Learning: Book Orientation & Print Awareness* Notes to the Facilitator
- Book Orientation & Print Awareness Construct Progressions
- Laptop/computer/tablet per group with internet access

Directions:

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child's current learning status.

1. Ask participants to form small groups of three or four people and direct them to the *Evidences of Learning: Book Orientation & Print Awareness* handout or wiki. Also, provide a copy of the Book Orientation & Print Awareness Progressions for each participant.
2. Ask each group to carefully review the three evidences of learning found on the handout or wiki and use the Book Orientation & Print Awareness Construct Progressions to interpret the evidence and identify the student's current learning status for both constructs, answering the question: Where along each progression does the student appear to be?
3. Once most groups have identified a learning status for each progression, invite different groups to share their thinking and decisions. If different decisions about the learning status were made among the groups, discuss the thinking further, acknowledging that this is not an exact science and that we are making the best possible decision based on the evidence we currently have.
4. Next, ask the groups to identify the next learning target and discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
   - *"What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
   - *How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?*
5. Invite one or two groups to share their thoughts regarding possible instructional experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

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Follow-Up:

Ask each participant to select one student to collect evidences about the Book Orientation & Print Awareness constructs. Then, have participants bring the data collected to a PLC meeting by a designated date. During the meeting, ask participants to work together to analyze the evidence collected and identify a learning status for each student. Last, ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss with other participants.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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EVIDENCES OF LEARNING: BOOK ORIENTATION & PRINT AWARENESS

A: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura

Date: September 3

Activity: Buddy Reading

Laura and Arnel choose a familiar book from the book tub. Laura tells Arnel that she will read first. She opens the book at the front and traces the text on the page from left to right while paraphrasing the story.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura

Date: September 4

Activity: Literacy Stations

At the Reading Corner Literacy Station, Laura chooses a book to read. Laura holds the book upright and turns pages from front to back, one page at a time. She reads by pointing to words and pictures from top to bottom. When asked where to begin reading, she points to a random spot in the text on the left hand side of the page.

C: mCLASS: READING 3D-TRC PRINT CONCEPTS DATA EXAMPLE:

Name: Laura

Date: September 6

Activity: Reading 3D-TRC Print Concepts Assessment

Laura scored 9/16 on Print Concepts. Based on data from Laura's Print Concepts Probe Detail Report, Laura identifies the front of book and understands that print conveys a message. She consistently demonstrates left-to-right directionality.

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EVIDENCES OF LEARNING: BOOK ORIENTATION & PRINT AWARENESS

A: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura | **Date:** September 3 | **Activity:** Buddy Reading

Laura and Arnel choose a familiar book from the book tub. Laura tells Arnel that she will read first. She opens the book at the front and traces the text on the page from left to right while paraphrasing the story.

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura's current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, front to back one page at a time.**

Laura understands that text conveys a message. She does not yet use the print to tell the story. Instead, she tells the story based on her familiarity with the book. Based on this single piece of evidence, it is likely that Laura's current understanding for Print Awareness is: **(C) Attends to words on a page by mimicking directionality.** However, the teacher wonders how close she is attending to the print as she is tracing. The teacher makes a note to probe Laura to ask her where to begin reading.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura | **Date:** September 4 | **Activity:** Literacy Stations

At the Reading Corner Literacy Station, Laura chooses a book to read. Laura holds the book upright and turns pages from front to back, one page at a time. She reads by pointing to words and pictures from top to bottom. When asked where to begin reading, she points to a random spot in the text on the left hand side of the page.

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura's current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, front to back one page at a time.** Laura recognizes that the print and the pictures help to tell the story when she reads the book by herself and when prompted. Based on this single piece of evidence, it is likely that Laura's current learning status for Print Awareness is: **(D) Distinguishes between the general area of printed words when prompted to show where we read words.**

C: mCLASS: READING 3D-TRC PRINT CONCEPTS DATA EXAMPLE:

Name: Laura | **Date:** September 6 | **Activity:** Reading 3D-TRC Print Concepts Assessment

Laura scored 9/16 on Print Concepts. Based on data from Laura's Print Concepts Probe Detail Report, Laura identifies the front of book and understands that print conveys a message. She consistently demonstrates left-to-right directionality.

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NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura's current learning status for Print Awareness is **(D) Distinguishes between the general area of printed words when prompted to show where we read words.**

Based on this single piece of evidence, it is likely that Laura's current learning status for Print Awareness is: **(C) Attends to words on a page by mimicking directionality.**

INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. On these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

At other times, the teacher will have multiple pieces of evidence to consider. When considering the 3 provided evidences collectively, and not as single evidences, then the likely learning status would be:

> Print Awareness: **(D) Distinguishes between the general area of printed words when prompted to show where we read words.**
>
> Print Awareness: **(C) Attends to words on a page by mimicking directionality.**

There is some evidence that indicates that Laura, when prompted, can point to the general area of printed words to show where to read. The teacher feels confident that Laura's current status is at least (C), but wants to probe further to uncover additional information about what Laura understands about print and its representation of language. Based on that additional evidence, the teacher feels that she can make a more informed decision about identifying (D) as the current learning status.

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Learning Focus: *Evidence is used to guide instruction.*

35

Got Evidences — Now What? Part I (Book Orientation & Print Awareness)

30-45 minutes ✓ **Independent**

Materials:

- Book Orientation & Print Awareness Construct Progressions, electronic version

Directions:

1. Email the participants the Book Orientation & Print Awareness Construct Progressions.
2. Ask each participant to select one student to collect evidences about print awareness and to bring the data collected to his/her PLC meeting by [a designated date].
3. Ask participants to work together during the PLC to analyze the evidence collected and identify a learning status for each student.
4. Ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies.
5. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next district meeting to share and discuss with other teachers.

   Sample Email: You plan learning experiences every day with your students' needs in mind. Finding ways to move your students forward in their learning is key to successful learning utcomes. Knowing the current learning status, selecting learning targets, using multiple means of assessment, and interpreting and adapting plans are all components used to develop and create lessons that address students' needs. The following activity will help to further connect these pieces of the NC K-3 Formative Assessment Process and enhance your ability to make well-informed decisions about planning and instruction using data collected.

   Directions:

   1. Choose one student to collect evidences about print awareness, and bring the data collected to your PLC meeting by [a designated date].
   2. Work together with your colleagues during your PLC to analyze the evidence collected and identify a learning status for each student selected.
   3. Then, select one student, identify the student's next learning target, and discuss possible instructional strategies. Consider these guiding questions during your discussion:
      - *"What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
      - *How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?*
   4. Last, bring your evidences, the learning statuses, and the instructional strategies to our next district meeting to share and discuss with other teachers.

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Follow-Up:

During the follow up face-to-face meeting, pair teams to share data, their interpretations, and their instructional strategies. As one team is sharing, ask the team that is listening to reflect on what is heard and if the guiding questions (above) are answered.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
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Learning Focus: *Evidence is used to guide instruction.*

Got Evidences — Now What? Part I (School-Related Vocabulary)

36

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Evidences of Learning: School-Related Vocabulary* handout (can also be accessed on wiki):
  - School-Related Vocabulary in Reading Observation-Based Note
  - School-Related Vocabulary in Writing Observation-Based Note
  - School-Related Vocabulary in Conversation Observation-Based Note
- School-Related Vocabulary construct progression
- Laptop/computer/tablet per group with internet access
- *Evidences of Learning: School-Related Vocabulary* Notes for the Facilitator handout

Directions:

1. Ask participants to form small groups of three or four people and direct them to the *Evidences of Learning: School-Related Vocabulary* handout or wiki. Provide a copy of the School-Related Vocabulary construct progression for each participant.
2. Ask each group to carefully review the three evidences of learning found on the handout or wiki and use the School-Related Vocabulary construct progression to interpret the evidence and identify the student's current learning status is for both constructs, answering the question: Where along each progression does the student appear to be?
3. Once most groups have identified a learning status for each progression, invite different groups to share their thinking and decisions. If different decisions about the learning status were made among the groups, discuss the thinking further, acknowledging that this is not an exact science and that we are making the best possible decision based on the evidence we currently have.
4. Next, ask the groups to identify the next learning target and discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
   - *What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
   - *How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?*
5. Invite one or two groups to share their thoughts regarding possible instructional experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child's current learning status.

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Follow-Up:

Ask each participants to select one student to collect evidences about vocabulary. Then, have participants bring the data collected to a PLC meeting by a designated date. During the meeting, ask participants to work together to analyze the evidence collected and identify a learning status for each student. Last, ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies. Ask participants to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss with other teachers.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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EVIDENCES OF LEARNING: SCHOOL-RELATED VOCABULARY

A: OBSERVATION BASED NOTE EXAMPLE: School-Related Vocabulary in Reading – (words can be used both figuratively and metaphorically)

Name: Desmond

Date: October 25

Activity: Reading Corner

Desmond chose an Amelia Bedelia book from the book basket. He begins reading to his reading buddy. He reads the page, 'So Amelia Bedelia sat right down and she drew those drapes', and tells his reading buddy, "She wasn't supposed to draw the drapes on paper, she was supposed to close them".

B: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Writing

Name: Desmond

Date: November 4

Activity: Writing with figurative language

Desmond writes about *It's Raining Cats and Dogs*

Definition: I think it means it is raining really hard.

Story: I was getting ready for school. I looked out the window. My mom said, "It is raining cats and dogs." I said, "Yeah, it really is raining very hard." I decided to wear my raincoat.

C: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Conversation

Name: Desmond

Date: November 10

Activity: Recess

Desmond is joking with his friends on the playground about "pulling his leg" while he's climbing on the monkey bars. He explains that he's not really going to pull anyone's leg, he is just joking.

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NOTES FOR THE FACILITATOR

EVIDENCES OF LEARNING: SCHOOL-RELATED VOCABULARY

A: OBSERVATION BASED NOTE EXAMPLE: School-Related Vocabulary in Reading – (words can be used both figuratively and metaphorically)

Name: Desmond | **Date:** October 25 | **Activity:** Reading Corner

Desmond chose an *Amelia Bedelia* book from the book basket. He begins reading to his reading buddy. He reads the page, 'So Amelia Bedelia sat right down and she drew those drapes', and tells his reading buddy, "She wasn't supposed to draw the drapes on paper, she was supposed to close them".

NOTE TO FACILITATOR: This note addresses an understanding that words can be used both figuratively and metaphorically. Desmond read the words and using context clues was able to explain the figurative language to his reading buddy.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

B: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Writing

Name: Desmond | **Date:** November 4 | **Activity:** Writing with figurative language

Desmond writes about *It's Raining Cats and Dogs*

Definition: I think it means it is raining really hard. | **Story:** I was getting ready for school. I looked out the window. My mom said, "It is raining cats and dogs." I said, "Yeah, it really is raining very hard." I decided to wear my raincoat.

NOTE TO FACILITATOR: This note addresses understanding and using figurative language in writing. Desmond defined the idiom correctly. He was then able to create a story using the literal meaning of the idiom.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

C: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Conversation

Name: Desmond | **Date:** November 10 | **Activity:** Recess

Desmond is joking with his friends on the playground about "pulling his leg" while he's climbing on the monkey bars. He explains that he's not really going to pull anyone's leg, he is just joking.

NOTE TO FACILITATOR: This note illustrates that Desmond accurately used figurative language in conversation. He even explained it to his friends so that they would understand the non-literal meaning.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. On these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

At other times, the teacher will have multiple pieces of evidence to consider. When considering these evidences collectively, and not as single evidences, then the likely learning status would be: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

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Learning Focus: *Evidence is used to guide instruction.*

Got Evidences — Now What? Part I (School-Related Vocabulary)

37

30-45 minutes ✓ **Independent**

Materials:

- School-Related Vocabulary construct progression, electronic version

Directions:

1. Email the participants the School-Related Vocabulary construct progression.
2. Ask each participant to select one student to collect evidences about school-related vocabulary and to bring the data collected to his/her PLC meeting by [a designated date].
3. Next, ask participants to work together during the PLC to analyze the evidence collected and identify a learning status for each student.
4. Then, ask the participants to select one student, identify the student's next learning target, and discuss possible instructional strategies.
5. Last, ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next district meeting to share and discuss with other teachers.

   Sample Email: You plan learning experiences every day with your students' needs in mind. Finding ways to move your students forward in their learning is key to successful learning outcomes. Knowing the current learning status, selecting learning targets, using multiple means of assessment, and interpreting and adapting plans are all components used to develop and create lessons that address students' needs. The following activity will help to further connect these pieces of the NC K-3 Formative Assessment Process and enhance your ability to make well-informed decisions about planning and instruction using data collected.

   Directions:

   1. Choose one student to collect evidences about School-Related Vocabulary, and bring the data collected to your PLC meeting by [a designated date].
   2. Work together with your colleagues during your PLC to analyze the evidence collected and identify a learning status for each student selected.
   3. Then, select one student, identify the student's next learning target, and discuss possible instructional strategies. Consider these guiding questions during your discussion:
      - *"What do I want this child to know, understand, and be able to do? What is the next skill on the progression?*
      - *How will I know if s/he knows, understands, and is able to do it? What are my criteria for success?*
   4. Last, bring your evidences, the learning statuses, and the instructional strategies to our next district meeting to share and discuss with other teachers.

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Follow-Up:

During the follow up face-to-face meeting, pair teams to share data, their interpretations, and their instructional strategies. As one team is sharing, ask the team that is listening to reflect on what is heard and if the Guiding Questions (above) are answered. If you asked teams to complete the Planning Components handout, then this can be used as a guide for this sharing process.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
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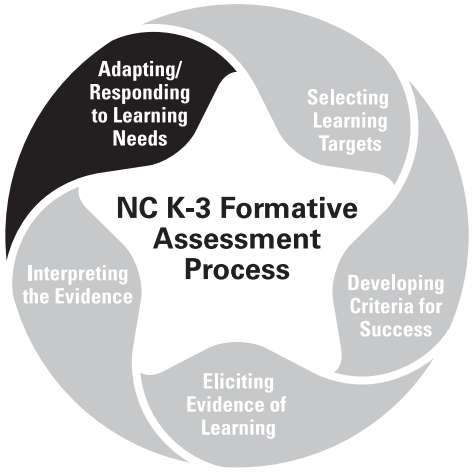
ADAPTING/RESPONDING TO LEARNING NEEDS

ADAPTING/RESPONDING TO LEARNING NEEDS



Once the teacher interprets the evidence(s) and identifies a current learning status, the teacher adapts and responds to the learner's needs accordingly. The teacher makes quick adjustments to instruction based on the interpretation of evidence in-the-moment and/or within a series of lessons. In addition, the teacher provides descriptive feedback to students that is not graded or evaluative and aligns with the criteria for success. When the teacher makes adjustments in student learning, the teacher answers the question, **Knowing this information, how can I respond to the needs of this student?**

CRITICAL COMPONENT: ADAPTING/RESPONDING TO LEARNING NEEDS	
Core Element	**Expected Implementation**
DESCRIPTIVE FEEDBACK: Descriptive feedback is related to the particular qualities of student learning with discussion or suggestions about what the student can do to move his/her learning forward. The teacher should avoid comparisons of a student's work or response with that of other students. Descriptive feedback should be specific, timely, and based on the learning target and criteria for success. It should help the student answer three basic questions: Where am I going? Where am I now? How can I close the gap? (CCSSO FAST SCASS, 2008)	Consistently provides descriptive feedback that is not graded or evaluative, but instead, highlights which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward.
ADJUSTMENTS IN STUDENT LEARNING: Students use descriptive feedback and teacher's intentional questioning/probing/prompting to improve their work and advance their learning.	Independently use feedback (when appropriate) to improve their work and advance their learning.
	Consistently uses questioning/probes/prompts to elicit students' responses and extend classroom discussions.

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Core Element	Expected Implementation
INSTRUCTIONAL ADJUSTMENTS: Both in-the-moment and ongoing adjustments are made to instruction based upon evidence gathered.	Consistently makes quick adjustments to instruction based on the interpretation of evidence and/or learning targets, in-the-moment and/or within an instructional sequence (1-2 lessons).

In this chapter, 1) Background Information, Supplemental Resources & Key Points and 2) Professional Development Activities, Materials & Resources (e.g., activity directions, handouts, presentation slides, video clips) are provided to help educators **Use Evidence to Guide Instruction** and strategies for successfully implementing this critical component of the formative assessment process.

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USING EVIDENCE TO GUIDE INSTRUCTION

BACKGROUND INFORMATION

Being a careful observer leads to purposeful, focused and intentional planning. Teachers can make well-informed decisions about next steps by uncovering what the students currently know, identifying the appropriate understandings and skills the students need to learn next, and tailor instruction to the students' needs (Heritage, 2007). In addition, careful consideration of evidence can reveal information about the overall instructional program. Therefore, data collected become meaningful because they are linked to decisions about teaching and learning (Jablon, Dombro & Dichtelmiller, 2007).

The process of using the interpreted evidence and adapting and responding to learning can occur immediately during the instructional moment and/or after the instructional moment has occurred. For example, as the teacher interacts with a student during instruction, the teacher learns what the student understands and the skills possessed. The teacher quickly interprets this information (keeping the construct progressions in mind) and responds in the moment by adapting and adjusting instruction accordingly through scaffolding, instructing, questioning, and/or providing descriptive feedback. This evidence may later be documented for record keeping and future consideration, if the teacher determines the evidence worthy of documenting.

Other times, the interpretation of the evidences collected and the response to the learner's needs occur after the learning experience(s) has taken place. After the teacher elicits evidence of learning through observation, work samples, conversations, etc., the teacher carefully considers and interprets the evidence using the construct progressions to identify the current learning status. Then, the teacher plans the next instructional steps that occur in the near-immediate timeframe (Heritage, 2013). This may include the selection of a new learning target (the next skill on the construct progression) or revisiting the same learning target. A learning target reflects the learning that students are expected to achieve in a lesson or a series of lessons. Learning targets are developed with students when appropriate and stated in language that students can understand and inform where they are headed next.

Descriptive feedback provided during the formative assessment process helps to improve learning while that learning is occurring or evolving (Heritage, 2010). In fact, it is considered the most powerful tool for improving students learning (Black, Harrison, Lee, and Wiliam, 2003), with great positive effects on student learning and engagement (Hattie & Timperley, 2007). Rather than a score or a grade, descriptive feedback is provided in the form of ideas, strategies, and tasks the student can use to move from the current learning status towards the identified learning target (Heritage, 2010). It is specific, timely, and based on the learning target and criteria for success. Students use this feedback to make adjustments in their own learning.

SUPPLEMENTAL RESOURCES

- **Facilitated Course:** *Introduction to Data Literacy*
  This free facilitated course provides an introduction to data literacy. Both teacher and principal perspectives are included. It includes information on types of data, strategies for analyzing and understanding data, and processes for determining how these can influence instructional practices. In order to design effective instruction and learning environments, educators need to determine what learners know, and effectively use evidence collected. This course aims to provide learning experiences that develop or enhance abilities to find, evaluate, and use data to inform instruction. (5 weeks, 1.0 CEU) rt3nc.org
- **Facilitated Course:** *Data Literacy in Action*
  In this free facilitated course, the concepts of data literacy introduced in the introductory course will be explored further. The course introduces a data interpretation cycle that can be used to inform instructional decision-making and addresses the steps of that cycle in depth. (6 weeks, 1.0 CEU) rt3nc.org

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- **Self-Paced Module:** *Analyzing Evidence & Descriptive Feedback/NC FALCON*
  This module provides teachers with an understanding of how to analyze evidence of learning and how to use descriptive feedback to reflect student strengths and weaknesses with respect to specific learning goals and success criteria. At the end of this module, participants will be able to: 1) effectively examine student work, 2) understand the differences between evaluative and descriptive feedback, and 3) enhance student learning through descriptive feedback. (1 hour estimated seat time and 4 hours total time) center.ncsu.edu/ncfalcon
- **Self-Paced Module:** *Data Literacy in Action*
  In this free self-paced module, the concepts of data literacy introduced in the introductory module will be explored further.The module introduces a data interpretation cycle that can be used to inform instructional decision-making and addresses the steps of that cycle in depth. (1.0 CEU) rt3nc.org
- **Self-Paced Module:** *Introduction to Data Literacy*
  This free module includes information on types of data and strategies for analyzing and understanding data. Activities involve learning experiences that develop and enhance strategies to identify, evaluate, and use data to inform instruction. (0.4 CEU) rt3nc.org

For electronic versions of the information provided, please visit www.nck-3fap.ncdpi.wikispaces.net.

KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression.This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do.The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Evidence is used to guide instruction.	Got Evidences — Now What? Part II (Object Counting)	38		✓	30-45 minutes	164
	Got Evidences — Now What? Part II (Book Orientation & Print Awareness)	39		✓	30-45 minutes	169
	Got Evidences – Now What? Part II (School-Related Vocabulary)	40		✓	30-45 minutes	174
	Using the Class Profile Report to Inform Decisions	41		✓	30-45 minutes	179
	Feedback That Informs	42		✓	30-45 minutes	182

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Learning Focus: *Evidence is used to guide instruction.*

38

Got Evidences — Now What? Part II (Object Counting)

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Evidences of Learning: Object Counting* handout
  - Notes from *Assessing Math Concepts*, Kathy Richardson (or an example specific to your district)
  - Object Counting Observation-Based Note Example
  - Object Counting Photo w/Observation-Based Note Example
- Object Counting Construct Progression, one per participant
- Laptop/computer/tablet per group with internet access
- *Evidence of Learning: Object Counting* Notes for the Facilitator handout

Directions:

1. Re-introduce the object counting evidences and the decisions and discussions made by the group during Part I of this Activity. Confirm the learning target.
2. Then, ask the groups to discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
   - *What are possible learning activities that will help this child move forward?*
   - *Are there NCDPI resources that may support planning?*
   - *What are some strategies I could use during these learning activities to uncover what the student knows and is able to do?*
3. Invite one or two groups to share their thoughts regarding possible instruction experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

Follow-Up:

Ask each teacher to select one of his/her students to collect evidences about object counting. Then, have teachers bring the data collected to a PLC meeting by a designated date. During the meeting, ask teachers to work together in a small group to analyze the evidence collected and identify a learning status for each student. Last, ask the teachers to select one of the students brought forth, identify the student's next learning target, and discuss possible instructional strategies. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss outcomes with other teachers.

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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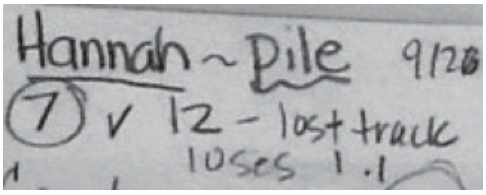
EVIDENCES OF LEARNING: OBJECT COUNTING

A: NOTES FROM *ASSESSING MATH CONCEPTS,* KATHY RICHARDSON



Name: Hannah

Date: September 26

Activity: AMC Counting Objects Interview

Hannah counted the seven cubes in a pile correctly without counting any twice or missing any. After counting the last cube, she looked up and said, "There's seven." When she counted the 12 cubes in a pile, she did not keep track of the cubes and did not maintain one-to-one correspondence.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah

Date: October 1

Activity: Math Learning Station: Grab a Handful

Hannah chooses a bag, grabs a handful of pom-poms from inside the bag, and scatters them on the table. She points to each pom-pom and says the counting words, "One, two, three, four, five, six, seven, eight" without counting any of them twice or missing any pom-poms. When I asked her how many pom-poms did you count, she correctly counts them again, "One, two, three, four, five, six, seven, eight" and then says, "Eight."

C: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah

Date: October 3

Activity: Math Journal

Hannah picked a stack of connecting cubes, pointed to each cube and counted one through eight without counting any of them twice or missing any. Then, she shows the stack to Brittany and counts them correctly again in front of her and says, "Eight."

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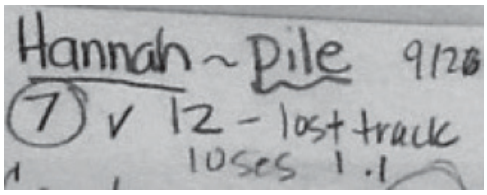
EVIDENCES OF LEARNING: OBJECT COUNTING

A: NOTES FROM *ASSESSING MATH CONCEPTS*, KATHY RICHARDSON



Name: Hannah | **Date:** September 26 |
Activity: AMC Counting Objects Interview

Hannah counted the seven cubes in a pile correctly without counting any of them twice or missing any. After counting the last cube, she looked up and said, "There's seven." When she counted the 12 cubes in a pile, she did not keep track of the cubes and did not maintain one-to-one correspondence.

NOTE TO FACILITATOR: This observation addresses a collection of seven and 12 objects arranged in a pile. For seven objects, Hannah is able to say the counting words sequentially, demonstrate one-to-one correspondence, and keep track of the objects counted. She also demonstrates cardinality by stating the number of cubes counted.

However, for the pile of 12 objects, Hannah does not keep track of the objects counted and begins to say a number word for more than one object. The example does not specify when Hannah lost track or lost one-to-one correspondence with the collection of 12, nor does it indicate any other information about numbers 8 through 11.

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity. (Cardinality)** *(Note: for a collection of seven objects in a scattered arrangement).*

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah | **Date:** October 1 | **Activity:** Math Learning Station: Grab a Handful

Hannah chooses a bag, grabs a handful of pom-poms from inside the bag, and scatters them on the table. She points to each pom-pom and says the counting words, "One, two, three, four, five, six, seven, eight" without counting any of them twice or missing any pom-poms. When I asked her how many pom-poms did you count, she correctly counts them again, "One, two, three, four, five, six, seven, eight" and then says, "Eight."

NOTE TO FACILITATOR: This note addresses a collection of eight objects arranged randomly. Hannah accurately counts the pom-poms, says the counting words sequentially, demonstrates one-to-one correspondence, and keeps track of the objects counted. When asked, "How many?" Hannah does not automatically say, "Eight." Instead, she recounts the cubes and then says, "Eight."

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity. (Cardinality)** *(Note: for a collection of eight objects in a scattered arrangement).*

If Hannah had immediately stated, "Eight" without recounting, then the current learning status based on this evidence would be (E) States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.

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C: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Hannah | **Date:** October 3 | **Activity:** Math Journal

Hannah picked a stack of connecting cubes, pointed to each cube and counted one through eight without counting any of them twice or missing any. Then, she shows the stack to Brittany and counts them correctly again in front of her and says, "Eight!"

NOTE TO FACILITATOR: This note illustrates that Hannah correctly counts the cubes arranged in a row, says the counting words sequentially, demonstrates one-to-one correspondence, and keeps track of the objects counted. She recounts them correctly, and after the recounting she demonstrates Cardinality by stating the total quantity of eight.

Based on this single piece of evidence, it is likely that Hannah's current learning status is: **(D) States or indicates that the last number counted is the total quantity. (Cardinality)** *(Note: for a collection of eight objects in a scattered arrangement).*

If Hannah had turned to Brittany and stated, "Eight" without recounting, then the likely current learning status based on this evidence would be (E) States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.

INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. In these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

Other times, the teacher will have multiple pieces of evidence to consider. When considering these three evidences collectively, and not as single evidences, then the likely learning status would be: **(D) States or indicates that the last number counted is the total quantity. (Cardinality)** *(Note: for a collection of 8 objects in a scattered arrangement).*

There is evidence that indicates that Hannah keeps track of objects up to eight and demonstrates one-to-one correspondence. However, because she recounts the objects before telling how many she counted, she does not yet demonstrate the next skill (E) States or indicates that the same total quantity of previously counted objects does not change unless objects are added or removed.

ADAPTING/RESPONDING TO LEARNING NEEDS: Instructional Experiences

Based on Hannah's current learning status of (D) States or indicates that the last number counted is the total quantity. (Cardinality), the teacher could respond in several ways depending on the current pacing guide and curriculum materials. A likely next step is to focus on Hannah counting larger numbers of objects. Because Hannah counts a collection of eight objects accurately, the teacher may focus on having Hannah count larger numbers of objects (10 to 12).

Potential NCDPI support materials to identify counting activities can be found on the NCDPI Mathematics Wiki: maccss.ncdpi.wikispaces.net/Kindergarten+Instructional+Resources

- **K-2 Instructional and Assessment Tasks for the CCSS in Mathematics:** commoncoretasks.ncdpi.wikispaces.net/home
- **Kindergarten Lessons for Learning:** maccss.ncdpi.wikispaces.net/Kindergarten+Instructional+Resources
- **Building Conceptual Understanding and Fluency Through Games:** maccss.ncdpi.wikispaces.net/file/view/Kgrade_GAMES.pdf/522022884/Kgrade_GAMES.pdf
- **Kindergarten Unpacking Document:** maccss.ncdpi.wiki

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Learning Focus: *Evidence is used to guide instruction.*

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Got Evidences — Now What? Part II (Book Orientation & Print Awareness)

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Evidences of Learning: Book Orientation & Print Awareness* handout:
  - Book Orientation & Print Awareness Photos w/Observation-Based Note Example
  - Book Orientation & Print Awareness Observation-Based Note Example
  - mClass: Reading 3D-TRC Print Concepts Data Example (or another example specific to your district)
- Book Orientation & Print Awareness Construct Progressions
- Laptop/computer/tablet per group with internet access
- *Evidences for Learning: Book Orientation & Print Awareness* Notes for the Facilitator handout

Directions:

1. Re-introduce the Book Orientation & Print Awareness evidences and the decisions and discussions made by the group during Part I of this activity. Confirm the learning target.
2. Then, ask the groups to discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
   - *What are possible learning activities that will help this child move forward?*
   - *Are there NCDPI resources that may support planning?*
   - *What are some strategies I could use during these learning activities to uncover what the student knows and is able to do?*
3. Invite one or two groups to share their thoughts regarding possible instruction experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

Follow-Up:

Ask each teacher to select one student to collect evidences about Book Orientation & Print Awareness. Then, have teachers bring the data collected to a PLC meeting by a designated date. During the meeting, ask teachers to work together to analyze the evidence collected and identify a learning status for each student. Finally, ask the teachers to select one student, identify the student's next learning target, and discuss possible instructional strategies. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss with other teachers.

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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EVIDENCES OF LEARNING: BOOK ORIENTATION & PRINT AWARENESS

A: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura

Date: September 3

Activity: Buddy Reading

Laura and Arnel select a familiar book from the book tub. Laura tells Arnel that she will read first. She opens the book from the front and points to the text on the page from left to right while paraphrasing the story.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura

Date: September 4

Activity: Literacy Stations

At the Reading Corner Literacy Station, Laura selects a book to read. Laura holds the book upright and turns pages from front to back, one page at a time. She reads by pointing to words and pictures from top to bottom. When asked where to begin reading, she points to a random spot in the text on the left hand side of the page.

C: mCLASS: READING 3D-TRC PRINT CONCEPTS DATA EXAMPLE:

Name: Laura

Date: September 6

Activity: Reading 3D-TRC Print Concepts Assessment

Laura scored 9/16 on Print Concepts. Based on data from Laura's Print Concepts Probe Detail Report, Laura identifies the front of book and understands that print conveys a message. She consistently demonstrates left-to-right directionality.

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EVIDENCES OF LEARNING: BOOK ORIENTATION & PRINT AWARENESS

A: PHOTO W/OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura | **Date:** September 3 | **Activity:** Buddy Reading

Laura and Arnel select a familiar book from the book tub. Laura tells Arnel that she will read first. She opens the book from the front and points to the text on the page from left to right while paraphrasing the story.

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura's current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, front to back one page at a time.**

Laura understands that text conveys a message. She does not yet use the print to tell the story. Instead, she tells the story based on her familiarity with the book. Based on this single piece of evidence, it is likely that Laura's current understanding for Print Awareness is: **(C) Attends to words on a page by mimicking directionality.** However, the teacher wonders how close she is attending to the print as she runs her finger under the words. The teacher makes a note to probe Laura to ask her where to begin reading.

B: OBSERVATION-BASED NOTE EXAMPLE:

Name: Laura | **Date:** September 4 | **Activity:** Literacy Stations

At the Reading Corner Literacy Station, Laura selects a book to read. Laura holds the book upright and turns pages from front to back, one page at a time. She reads by pointing to words and pictures from top to bottom. When asked where to begin reading, she points to a random spot in the text on the left hand side of the page.

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura's current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, front to back one page at a time.** Laura recognizes that the print and the pictures help to tell the story when she reads the book by herself and when prompted. Based on this single piece of evidence, it is likely that Laura's current learning status for Print Awareness is: **(D) Distinguishes between the general area of printed words when prompted to show where we read words.**

C: mCLASS: READING 3D-TRC PRINT CONCEPTS DATA EXAMPLE:

Name: Laura | **Date:** September 6 | **Activity:** Reading 3D-TRC Print Concepts Assessment

Laura scored 9/16 on Print Concepts. Based on data from Laura's Print Concepts Probe Detail Report, Laura identifies the front of book and understands that print conveys a message. She consistently demonstrates left-to-right directionality.

NOTE TO FACILITATOR: Based on this single piece of evidence, it is likely that Laura's current learning status for Book Orientation is **(D) Holds the book upright, turns the pages in order, front to back one page at a time.**

Based on this single piece of evidence, it is likely that Laura's current learning status for Print Awareness is: **(C) Attends to words on a page by mimicking directionality.**

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INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. On these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

At other times, the teacher will have multiple pieces of evidence to consider. When considering the 3 provided evidences collectively, and not as single evidences, then the likely learning status would be:

Book Orientation: **(D) Holds the book upright, turns the pages in order, front to back one page at a time.**

Print Awareness: **(C) Attends to words on a page by mimicking directionality.**

There is some evidence that indicates that Laura, when prompted, can point to the general area of printed words to show where to read. The teacher feels confident that Laura's current status is at least (C), for Print Awareness, but wants to probe further to uncover additional information about what Laura understands about print and its representation of language. Based on that additional evidence, the teacher feels that she can make a more informed decision about identifying (D) as the current learning status.

ADAPTING/RESPONDING TO LEARNING NEEDS: Instructional Experiences

Based on Laura's current learning statuses the teacher could respond in several ways- depending on the current pacing guide and curriculum materials. A likely next step is to intentionally observe and probe to determine what Laura understands about the purpose of print.

Potential NCDPI support materials to support Book Orientation & Print Awareness concepts include:

- **NC Kindergarten ELA Unpacking Document:** http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/unpacking/ela/kindergarten.pdf
- **NC ELA Common Core State Standards Resources LiveBinder:** http://www.livebinders.com/play/play/297779
- **North Carolina Read to Achieve-Official LiveBinder:** http://www.livebinders.com/play/play/850102

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Learning Focus: *Evidence is used to guide instruction.*

Got Evidences — Now What? Part II (School-Related Vocabulary)

40

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Evidences of Learning: School-Related Vocabulary* handout:
  - School-Related Vocabulary in Reading Observation-Based Note Example
  - School-Related Vocabulary in Writing Observation-Based Note Example
  - School-Related Vocabulary in Conversation Observation-Based Note Example
- School-Related Vocabulary Construct Progression
- Laptop/computer/tablet per group with internet access
- *Evidences of Learning: School-Related Vocabulary* Notes for the Facilitator handout

Directions:

1. Re-introduce the School-Related Vocabulary evidences and the decisions and discussions made by the group during Part I of this activity. Confirm the learning target.
2. Then, ask the groups to discuss possible instructional experiences (e.g. lessons, activities, games) that could be provided to help move the student toward this goal. Share the following questions to guide their discussion:
   - *What are possible learning activities that will help this child move forward?*
   - *Are there NCDPI resources that may support planning?*
   - *What are some strategies I could use during these learning activities to uncover what the student knows and is able to do?*
3. Invite one or two groups to share their thoughts regarding possible instruction experiences with the whole group. Conclude by highlighting particular resources that your district or NCDPI may have available to support instructional planning.

The process of identifying a learning status is not an exact science. A teacher uses the collected evidence to make the best possible decision at that moment about a child's current learning status.

Follow-Up:

Ask each teacher to select one of his/her students to collect evidences about vocabulary. Then, have teachers bring the data collected to a PLC meeting by [a designated date]. During the meeting, ask teachers to work together to analyze the evidence collected and identify a learning status for each student. Finally, ask the teachers to select one student, identify the student's next learning target, and discuss possible instructional strategies. Ask teachers to bring the evidences, the learning statuses, and the instructional strategies to the next meeting to share and discuss with other teachers.

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

INTERPRETING THE EVIDENCE AND ADAPTING/RESPONDING TO LEARNING NEEDS

- As the evidence is interpreted, the teacher uncovers what a student knows and is able to do. The teacher uses the construct progression to identify the current learning status on the progression and pinpoint the next learning target. Instruction is then tailored to the student's needs.
- The process of interpreting evidence and adapting and responding to learning can occur immediately during the instructional moment or after the moment has occurred.

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EVIDENCES OF LEARNING: SCHOOL-RELATED VOCABULARY

A: OBSERVATION BASED NOTE EXAMPLE: Notes from assessing vocabulary in reading – (words can be used both figuratively and metaphorically)

Name: Desmond

Date: October 25

Activity: Reading Corner

Desmond chose an *Amelia Bedelia* book from the book basket. He begins reading to his reading buddy. He reads the page, "So Amelia Bedelia sat right down and she drew those drapes", and tells his reading buddy, "She wasn't supposed to draw the drapes on paper, she was supposed to close them".

B: OBSERVATION-BASED NOTE EXAMPLE: Vocabulary in Writing

Name: Desmond

Date: November 4

Activity: Writing with figurative language

Desmond writes about *It's Raining Cats and Dogs*

Definition: I think it means it is raining really hard.

Story: I was getting ready for school. I looked out the window. My mom said, "It is raining cats and dogs." I said, "Yeah, it really is raining very hard." I decided to wear my raincoat.

C: OBSERVATION-BASED NOTE EXAMPLE: Vocabulary in Conversation

Name: Desmond

Date: November 10

Activity: Recess

Desmond is joking with his friends on the playground about "pulling his leg" while he's climbing on the monkey bars. He explains that he's not really going to pull anyone's leg, he is just joking.

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EVIDENCES OF LEARNING: SCHOOL-RELATED VOCABULARY

A: OBSERVATION BASED NOTE EXAMPLE: Example:Vocabulary in Reading – (words can be used both figuratively and metaphorically)

Name: Desmond | **Date:** October 25 | **Activity:** Reading Corner

Desmond selected an *Amelia Bedelia* book from the book basket. He begins reading to his reading buddy. He reads the page, 'So Amelia Bedelia sat right down and she drew those drapes', and tells his reading buddy, "She wasn't supposed to draw the drapes on paper, she was supposed to close them".

NOTE TO FACILITATOR: This note addresses an understanding that words can be used both figuratively and metaphorically. Desmond read the words and using context clues was able to explain the figurative language to his reading buddy.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

B: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Writing

Name: Desmond | **Date:** November 4 | **Activity:** Writing with figurative language

Desmond writes about *It's Raining Cats and Dogs*

Definition: I think it means it is raining really hard.

Story: I was getting ready for school. I looked out the window. My mom said, "It is raining cats and dogs." I said, "Yeah, it really is raining very hard." I decided to wear my raincoat.

NOTE TO FACILITATOR: This note addresses understanding and using figurative language in writing. Desmond defined the idiom correctly. He was then able to create a story using the literal meaning of the idiom.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

C: OBSERVATION-BASED NOTE EXAMPLE: School-Related Vocabulary in Conversation

Name: Desmond | **Date:** November 10 | **Activity:** Recess

Desmond is joking with his friends on the playground about "pulling his leg" while he's climbing on the monkey bars. He explains that he's not really going to pull anyone's leg, he is just joking.

NOTE TO FACILITATOR: This note illustrates that Desmond accurately used figurative language in conversation. He even explained it to his friends so that they would understand the non-literal meaning.

Based on this single piece of evidence, it is likely that Desmond's current learning status is: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

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INTERPRETING THE EVIDENCE: Identifying a Learning Status

There will be some occasions when a teacher will identify a learning status using a single piece of evidence. On these occasions, the likely learning status for each individual piece of evidence is mentioned in the previous NOTES FOR THE FACILITATOR.

At other times, the teacher will have multiple pieces of evidence to consider. When considering these evidences collectively, and not as single evidences, then the likely learning status would be: **(O) Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).**

ADAPTING/RESPONDING TO LEARNING NEEDS: Instructional Experiences

Based on Desmond's current learning statuses the teacher could respond in several ways- depending on the current pacing guide and curriculum materials. A likely next step is to intentionally observe and probe to determine what Desmond understands about using words figuratively and metaphorically.

Potential NCDPI support materials to support Vocabulary concepts include:

- **English Language Arts Unpacking Standards:** dpi.state.nc.us/acre/standards/common-core-tools/
- **NC ELA Common Core State Standards Resources LiveBinder:** http://www.livebinders.com/playplay/297779
- **North Carolina Read to Achieve-Official LiveBinder:** http://www.livebinders.com/play/play/850102

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Learning Focus: *Evidence is used to guide instruction.*

Using the Class Profile Report to Inform Decisions

41

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Class Profile Report* (1 per participant)
- Emotion Regulation construct progression (1 per participant)
- Attention signal, such as a bell, train whistle, or rain stick

Directions:

1. Group participants according to district needs (e.g., by grade level, cross grade K-3).
2. Distribute the sample *Class Profile Report*, along with a copy of the construct progression, and ask each participant to take a few moments to review the report.
3. Invite participants to share something that they noticed about the sample *Class Profile Report*. For example, participants may identify the domain and/or construct, notice the number of children, identify the different learning statuses of children, and/or mention clusters of children and outliers.
4. Next, ask participants to discuss together possibilities for adapting and responding to the learners' needs based on the information found in the report. Some possible discussion questions include:
    - *If a teacher came to you with this report seeking your advice about what s/he should do next, what suggestions would you give that teacher?*
    - *How might you structure your day so that you can meet the needs of these students?*
    - *What differentiated activities and lessons would you provide these students?*
    - *How might you meet the students' needs in different group settings: individually, small groups, whole group?*
    - *When could there be possible opportunities throughout the day for students to further their learning?*
5. Then, ask participants to stand and move about the room until they hear the attention signal. When they hear the signal, ask participants to quickly find a partner and share one idea they shared or heard from their group. When they hear the attention signal again, ask participants to move about the room until the next signal. Repeat three to four times.

Follow-Up:

Walk participants through the steps for creating a *Class Profile Report* on the platform or show the portion of the *Administrator Webinar: Status Summary & Reports* recorded webinar that illustrate the *Class Profile Report*. Ask participants to work in pairs, or with their grade level team, to practice generating this type of report.

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Status Summary Period: Fall 20___/20___- All Level (Preliminary, Unfinalized, Finalized)
Age or Class/Grade: 2nd Grade | **Generated On:** October 13, 20___

EMOTIONAL-SOCIAL DEVELOPMENT

Construct	Class/ Grade	Emerging	A	B	C	D	E	F	G	H	I	Beyond
Emotion Regulation				Piper		Lily Danny Ahmed	Damaris Katie Edwin Grayson Pierce	Melaina Rodney Clara Riley Michael Emma Pat	Samira Anna Tyrese	Elaina		

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Learning Focus: *Descriptive Feedback*

Feedback That Informs

42

30 minutes

✓ **Face-to-Face**

Materials:

- Descriptive Feedback Prompts (cut apart into strips, 1 set per pair)
- *Descriptive Feedback* work mat, 1 per pair
- *Descriptive Feedback* work mat: Notes for the Facilitator
- *Descriptive Feedback* PowerPoint

Directions:

1. Define and describe descriptive feedback using the *Descriptive Feedback* PowerPoint.
2. Ask participants to read the feedback prompts with their partner, decide on the type of feedback the prompt exhibits (Strengths, Improvement or Strategy), and place the feedback prompt in the corresponding category on the work mat.
3. Next, discuss the placement of the prompts together as a whole group and agree upon the type of feedback each prompt exhibits.
4. Then, ask each pair to create two or three prompts per type that would be applicable to their current classroom situation and record the prompts on the work mat in the appropriate categories.
5. Invite two or three participants to share their examples with the group.
6. Finally, ask participants to reflect on the type of descriptive feedback they currently use in the classroom, record their observations on an index card, and submit the card as their Exit Ticket.
    - *What type(s) of descriptive feedback do you provide to your students?*
    - *Are there type(s) of descriptive feedback that you may not provide as much as other types?*
    - *Do the types of feedback you provide differ depending on the content? If so, why might that occur?*

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DESCRIPTIVE FEEDBACK PROMPTS

What do you think you can do to show your friends you feel left out?	**Your thinking shows you were following the procedures for completing the science experiment.**
One thing to improve on is reading the sentence smoothly. Can you read it again smoothly?	**How would you go about explaining your answer to your partner?**
You can show your group partners how you figured that out.	**You need one more book to make your reading goal this week.**
Your next steps might be to reread your writing and determine if it makes sense.	**Your writing tells me that you were thinking about who would be reading your story.**
You might try keeping your body facing forward.	**Don't forget, the criteria for success states that you will ask questions when you don't understand what to do next.**
One thing you did really well was how you counted the bears without counting any of them twice or missing any.	

Adapted from: Descriptive Feedback Prompt | NCDPI 2009

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DESCRIPTIVE FEEDBACK WORK MAT

Feedback that address STRENGTHS	Feedback that address AREAS TO IMPROVE	Feedback that address STRATEGIES and NEXT STEPS

Adapted from: Descriptive Feedback Prompt | NCDPI 2009

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DESCRIPTIVE FEEDBACK WORK MAT

Feedback that address STRENGTHS	Feedback that address AREAS TO IMPROVE	Feedback that address STRATEGIES and NEXT STEPS
• You can show your group partners how you figured that out. • Your writing tells me that you were thinking about who would be reading your story. • Your thinking shows you were following the procedures for completing the science experiment. • One thing you did really well was how you counted the bears without missing any or counting them twice.	• Don't forget, the criteria for success states that you will ask questions when you don't understand what to do next. • What do you think you can do to show your friends you feel left out? • You need one more book to make your reading goal this week. • One thing to improve on is reading the sentence smoothly. Can you read it again smoothly?	• How would you go about explaining your answer to your partner? • You might try keeping your body facing forward. • Your next steps might be to reread your writing and determine if it makes sense.

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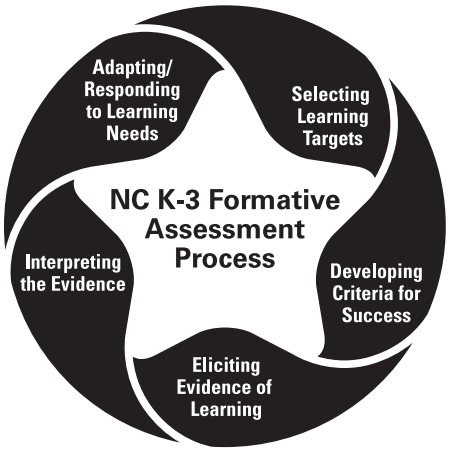
PUTTING IT ALL TOGETHER

PUTTING IT ALL TOGETHER
NC K-3 Formative Assessment Process

BACKGROUND INFORMATION



The NC K-3 Formative Assessment Process is comprised of five critical components with each component significant to the overall formative process. Although many of the chapters explored each component in isolation, all of the critical components connect and influence one another. Together, the critical components answer important questions:

- What does the student currently know?
- What is the next understanding/skill the student needs to learn?
- What will it look like when the student has learned the selected learning target?
- What can help me learn what the student knows?
- What do the evidences of learning tell me about the student?
- Knowing this information, how can I respond to the needs of this student?

The construct progressions and situations support this process by providing specific information about the content and identifying ways in which teachers can uncover information about their students. In addition, the electronic platform and app assists teachers in collecting, organizing, and summarizing evidences in an effort to inform instructional decisions.

In the fall of 2014, a pilot study of the NC K-3 Formative Assessment Process at kindergarten entry was conducted in over 250 North Carolina kindergarten classrooms. Teachers were provided with a technology platform to support the implementation of the process. Feedback from piloting teachers was used to inform the next iteration of the technology platform. The current technology platform, along with an optional mobile application, provides teachers the ability to:

- capture evidences of student learning to upload to the technology platform (e.g., observation-based notes, photographs, audio recordings, and videos)
- view the construct progressions and specific performance descriptors to support the selection of learning targets and the development of criteria for success
- store evidences of student learning
- organize the data collected
- generate reports to support the collection of evidence of learning, inform the interpretation of evidences, and inform decisions related to responding to the learners' needs
- interpret evidence, determine the learning status, and make decisions about responding to learning needs

Future enhancements to the electronic platform are informed by the NC stakeholders. Please continue to share your feedback with your regional consultant.

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THE NC K-3 FORMATIVE ASSESSMENT PROCESS		
Selecting Learning Targets 	The teacher uses the current learning status and engages students in the development of learning targets. ***What does the student currently know? What is the next understanding/skill the student needs to learn?***	The **Construct Progressions** help to identify a student's current learning status and the next understanding/skill the student needs to learn.
Developing Criteria for Success 	The teacher uses the learning targets and specific performance descriptors found within the appropriate construct progressions to clarify what one must say, make, do or write to demonstrate the selected understanding/skill. ***What will it look like when the student has learned the selected learning target?***	The performance descriptors found in the **Construct Progressions** help to identify the criteria for success.
Eliciting Evidence of Learning 	The teacher consistently uses planned, multiple, ongoing assessment means aligned with learning targets and criteria for success while instruction is occurring and learning is underway. ***What can help me learn what the student knows?***	The **Assessment Means** offers strategies for collecting the evidence of learning. The **Electronic Platform** assists in the collection of evidences and helps a teacher organize the evidences collected.
Interpreting the Evidence 	The teacher accurately interprets evidence generated from the use of multiple ongoing assessment means in an effort to understand what the student knows and able to do. The teacher uses this information to identify students' current learning status. ***What do the evidences of learning tell me about the student?***	The **Construct Progressions** are used to help identify a student's current learning status. The **Electronic Platform** captures the learning statuses over time, documenting where a child has been and where the child is likely heading next.
Adapting/Responding to Learning Needs 	The teacher consistently makes quick adjustments to instruction based on the interpretation of evidence in-the-moment and/or within a series of lessons. In addition, the teacher provides descriptive feedback to students that is not graded or evaluative and aligns with the criteria for success. ***Knowing this information, how can I respond to the needs of this student?***	The **Construct Progressions** help to identify a student's current learning status and where the student likely needs to move next along the continuum of learning and development.

For electronic versions of the information provided, please visit http://rtt-elc-k3assessment.ncdpi.wikispaces.net/

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Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of three parts: understandings, skills, and performance descriptors.
- Construct progressions help teachers identify a student's current learning status and where the student likely needs to move next along the continuum of learning and development.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

ENGAGING FAMILIES IN THE NC K-3 FORMATIVE ASSESSMENT PROCESS

- Families are important partners in the education of children. By working collaboratively with families, outcomes for children are improved.
- Two-way communication is essential for achieving those improved outcomes. Families have information about their children that will help teachers, and teachers have information about students that will help families.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can enter observational notes, collect work samples, and talk with families (Optional: take photos, record videos, and/or record students speaking)
- All of these methods of documenting evidence of student learning help to inform planning and instruction.

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Evidence is used to guide instruction.	Formative Assessment Process: Using a Construct Progression: Book Orientation & Print Awareness	43		✓	30-45 minutes	193
	Formative Assessment Process: Using a Construct Progression: Object Counting	44		✓	30-45 minutes	198
	Formative Assessment Process: Using a Construct Progression: Writing	45		✓	30-45 minutes	203
The technology platform holds evidence of learning and facilitates teachers' use of the data to inform instruction. It enables teachers to determine learning statuses and identify learning targets.	Self-Reflecting: NC K-3 Formative Assessment Process	46		✓	45-60 minutes	209
	Making Connections	47	✓		45-60 minutes	212
A teacher can learn about his/her students in a variety of ways during instruction.	Communicating the Formative Assessment Process to Families	48		✓	60-90 minutes	219

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Learning Focus: *Evidence is used to guide instruction.*

43

Formative Assessment Process: Using a Construct Progression: Book Orientation & Print Awareness

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Morning Meeting Literacy Activity* video clip
- Book Orientation & Print Awareness Construct Progression
- *Implementing the Formative Assessment Process* handout
- *Implementing the Formative Assessment Process*: Notes for the Facilitator

Pre-Learning Option:

Prior to this professional development activity, ask participants to review the Book Orientation and Print Awareness Construct Progression in preparation for the meeting.

Directions:

1. Introduce the video clip to the participants and watch together.
2. Next, walk through the *Implementing the Formative Assessment Process* handout together, and tell the participants that when they watch the video a second time, they will need to look for evidence of one/some/all of the five critical components of formative assessment.
3. Show the video clip again.
4. Then, ask participants to reflect on the critical components observed in the video clip and complete the *Implementing the Formative Assessment Process* handout as applicable. Participants may wish to refer to the Book Orientation & Print Awareness construct progression as they work.
5. To conclude, ask a few participants to share some of their examples of the critical components observed that they recorded on the handout with the whole group. You may wish to extend the conversation with the following questions:
    - This video clip only showed a brief snippet of the classroom. If you could talk to the teacher to find out more information, what would you ask?
    - If you had been the teacher, what might you have said or done differently than what was illustrated in the video clip?

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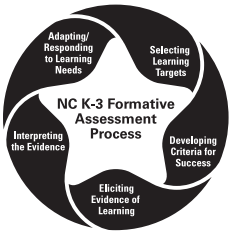

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

NC K-3 Formative Assessment Process Critical Component	Directions	My Notes
Eliciting Evidence of Learning	Describe how the evidence of learning was **elicited**.	
Interpreting the Evidence	Analyze the evidence to identify the skills the student demonstrated. This is **the student's current learning status**.	
Adapting/ Responding to Learning Needs	List examples of **specific descriptive feedback** for the student, **based upon which criteria for success have been met and which criteria have not been met and why**, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	
Selecting Learning Targets	Using the student's current learning status **identify the learning target** as the **next step** along the construct progression. Learning targets can be established with the student using "I can" statements.	
Developing Criteria for Success	Define **the criteria for success**. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.	

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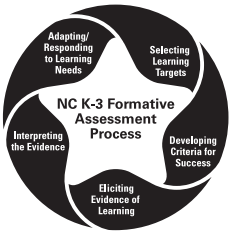

NOTES FOR THE FACILITATOR

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

K-3 Formative Assessment Process Critical Component	Directions	My Notes *Morning Meeting Literacy Activity*
Eliciting Evidence of Learning	Describe how the evidence of learning was **elicited**.	In a whole group morning routine activity, the teacher uncovered Brody's understanding of letters and words by asking a series of intentional questions. The teacher could have written or audio-recorded an observation-based note. A video recording could also be useful to capture the evidence.
Interpreting the Evidence	Analyze the evidence to identify the skills the student demonstrated. This is **the student's current learning status**.	When Brody said that there were four words in the sentence, "Kaleb is here," the teacher asked him to come and touch the sentence strip, pointing to each word as he counts. Starting on the left side of the sentence, Brody began counting each letter in Kaleb's name, rather than the words. Based on the observation, one could infer that it is likely that Brody knows where to begin reading (although additional observations may help confirm). It also appears that Brody understands what a letter is. Based on this one piece of evidence, it is likely that his current learning status for Print Awareness is **(E) When prompted, indicates that the first word on the page is where to begin reading**.
Adapting/ Responding to Learning Needs	List examples of **specific descriptive feedback** for the student, **based upon which criteria for success have been met and which criteria have not been met and why**, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	The teacher emphasized the difference between a letter and a word with Brody. She provided specific descriptive feedback to Brody after he began counting letters rather than words, such as: "He's counting what? That's right. Letters. And you're right, Brody. Watch. 1, 2, 3, 4, 5 letters. He's right. That's 5 letters. Watch this Brody. Let's count the words. 1, 2, 3 Kaleb… is… here." The teacher interpreted the evidence in the moment and adapted her instruction by asking additional questions and pointing out the difference between letters and words. The teacher assisted Brody's pointing as they count the words together and then asked Brody to point independently, without assistance. The teacher could invite two other children to cover one word with their hand and ask Brody to count the hands. As a hand is counted, it could then be removed, revealing the word underneath. The teacher could also hide the name, Kaleb, on the card and ask, "Now how many words are there?" and have Brody count the number of words remaining. This strategy would help reduce the stimuli, which would make it a simpler task and may be more effective in determining if Brody has generalized his learning from letters to words.

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</td>
<td>Using the student's current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using "I can" statements.</td>
<td>Since it appears that Brody knows where to begin reading, and his learning status is (E), then his learning target, or next step along the Print Awareness progression is (F) Distinguishes between letters and words on a page of text (excluding the words a, A, and I).

Possible I can statements could be:

• I can show you one letter.
• I can point to one word on a page.
• I can point to two words on a page.</td>
</tr>
<tr>
<td> 
</td>
<td>Define the criteria for success. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.</td>
<td>Using the same sentence, the teacher and students could create an anchor chart that has each word written in a different color. The teacher and students could then cut the words apart and glue the words together to form the original sentence, with a sticky dot above each word. Next, the teacher and students could write the same sentence again and cut apart each letter and glue the letters back together to re-create the words/ sentence. A sticky dot could then be placed above each letter.

The teacher writes the same sentence (Kaleb is here.). The teacher then draws a box around each word, reinforcing the idea that words are used to make a sentence. This could then be used as an anchor chart:

Kaleb | is | here. = 3 words

Next, the teacher then places a dot above each letter in the sentence, reinforcing the concept that letters are used to form words. This could then be used as an anchor chart:

Kaleb | is | here. = 11 letters</td>
</tr>
</table>

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Learning Focus: *Evidence is used to guide instruction.*

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Formative Assessment Process: Using a Construct Progression: Object Counting

30-45 minutes

✓ **Face-to-Face**

Materials:

- *Math Center Object Counting* video clip
- Object Counting Construct Progression
- *Implementing the Formative Assessment Process* handout
- *Implementing the Formative Assessment Process:* Notes for the Facilitator

Pre-Learning Option:

Prior to this professional development activity, ask participants to review the Object Counting construct progression in preparation for the meeting.

Directions:

1. Introduce the video clip to the participants and watch together.
2. Next, walk through the *Implementing the Formative Assessment Process* handout together, and tell the participants that when they watch the video a second time, they will need to look for evidence of one/some/all of the 5 critical components of formative assessment.
3. Show the video clip again.
4. Then, ask participants to reflect on the critical components observed in the video clip and complete the *Implementing the Formative Assessment Process* handout as applicable. Participants may wish to refer to the Object Counting construct progression as they work.
5. To conclude, ask a few participants to share some of their examples of the critical components observed that they recorded on the handout with the whole group. You may wish to extend the conversation with the following questions:
    - *This video clip only showed a brief snippet of the classroom. If you could talk to the teacher to find out more information, what would you ask?*
    - *If you had been the teacher, what might you have said or done differently than what was illustrated in the video clip?*

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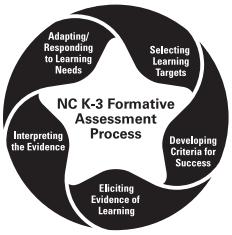

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

NC K-3 Formative Assessment Process Critical Component	Directions	My Notes
Eliciting Evidence of Learning	Describe how the evidence of learning was **elicited**.	
Interpreting the Evidence	Analyze the evidence to identify the skills the student demonstrated. This is **the student's current learning status**.	
Adapting/ Responding to Learning Needs	List examples of **specific descriptive feedback** for the student, **based upon which criteria for success have been met and which criteria have not been met and why**, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	
Selecting Learning Targets	Using the student's current learning status **identify the learning target** as the **next step** along the construct progression. Learning targets can be established with the student using "I can" statements.	
Developing Criteria for Success	Define **the criteria for success**. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.	

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of three parts: understandings, skills, and performance descriptors.
- Construct progressions help teachers identify a student's current learning status and where the student likely needs to move next along the continuum of learning and development.

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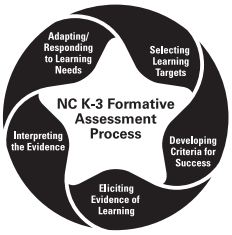

NOTES FOR THE FACILITATOR

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

K-3 Formative Assessment Process Critical Component	Directions	My Notes *Math Center Object Counting*
	Describe how the evidence of learning was **elicited**.	At the Math Center, the child selected leaves to sort and count. As the teacher moved around the room, she stopped at the Math Center to observe and probe the child counting the leaves. The teacher provides wait time before offering any instruction, which provided room for the child to illustrate what she understood about counting objects. The teacher could have written or audio-recorded an observation-based note of this observation for future reference. A video recording could also be useful to capture the evidence.
	Analyze the evidence to identify the skills the student demonstrated. This is **the student's current learning status**. What additional evidence may you wish to gather?	The child pointed to each leaf as she counted seven of the eight leaves in a scattered arrangement with one-to-one correspondence. She did not count the eighth leaf, possibly because she did not keep track of the objects she had counted. The teacher pauses, and the child voluntarily counts them again, this time slightly moving each leaf as she counted them one at a time, keeping track of the leaves she counted. When the teacher asks, "So, how many are there?" the child said, "Eight." Based on this portion of the observation, she demonstrates **(D) States or indicates that the last number counted is the total quantity. (Cardinality)**. *(Note: for **8 objects** in a **scattered** arrangement).* The teacher comments on her strategy of moving leaves to help her keep track of the leaves counted. The child then looks to the leaves she placed in a scattered arrangement in the blue hoop and wonders how many there are. As she counts each leaf, she moves them to keep track of the leaves counted, counting each leaf with one-to-one correspondence. When she finishes counting and moves the eighth leaf, she reaches to another leaf outside of the hoop and brings one leaf over at a time, extending the counting sequence: "Nine, ten, eleven, twelve." Based on this portion of the observation, one could infer that she is able to count up to 12 objects, with one-to-one, keeping track of objects counted. In addition, she continues the counting sequence as she adds new leaves, without recounting all of the leaves. Therefore, her current learning status for Object Counting is likely **(G) Continues the counting sequence automatically when ONE object is added to the set**. *(Note: for **12 objects** in a **scattered** arrangement).* Based on the observation and the additional questions that the teacher has about the child as a result of this observation, the teacher plans to purposefully plan for and observe what the child does if the objects were rearranged (Skill F). In addition, because the child miscounted the first set of 8 leaves, the teacher plans to intentionally watch to see how she counts sets of up to 12 objects to see if she consistently keeps track of the objects.

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	List examples of **specific descriptive feedback** for the student, **based upon which criteria for success have been met and which criteria have not been met and why**, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	When the child counted the first set of leaves for the second time, she moved the leaves to help her keep track of the leaves counted. The teacher commented on that strategy, asking, "You know what I noticed? When you moved them, did that help you? Did that help you when you were counting?" The child nods slightly and then continues to use that strategy when counting the set in the blue hoop. The teacher could ask the child to share her strategy of moving the objects to help her keep track of objects counted during the Whole Group Reflection Time that follows Developmental Center Time. The teacher may then want to follow up with the whole class by asking questions such as, "Why is it important to keep track of the objects we count?" "Are there other strategies you use to help you know which objects you counted?" The teacher can provide additional counting activities and counting games for students and observe and probe as students are working with the different math experiences.
	Using the student's current learning status **identify the learning target** as the **next step** along the construct progression. Learning targets can be established with the student using "I can" statements.	The observation uncovered different skill abilities on the progression, but did not illustrate other skills. Since the child illustrated two different skills, the teacher decides to provide additional opportunities for the student to count different collections of 8-12 objects, watching to see if she consistently keeps track of up to 12 objects with cardinality (Skill D), and if she can continue the counting sequence automatically when ONE more is added (Skill G). In addition, the teacher is interested in whether the child could state the number of objects, even if rearranged (Skill F). Possible I can statements could be: • I can keep track of the objects I count. • I can tell you how many objects I counted. • I can tell you how many objects I have when I add one more.
	Define **the criteria for success**. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.	After the child counted the first set of objects accurately, the teacher pointed out that moving the objects helped her keep track of the leaves she had counted. She asked, "When you moved them, did that help you? Did that help you when you were counting?" The teacher could use a whole group opportunity to ask other children for strategies they use to keep track of objects. The teacher may invite children to illustrate those strategies, taking a photo of each, and refer to the different strategies when children are counting objects. The teacher could illustrate what it looks like when one does not keep track of objects counted (or say how many objects counted, or the number of objects when one more is added) and then what it looks like when one does keep track (or say how many objects counted, or the number of objects when one more is added). She could then invite students to show a partner what it does and does not look like.

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Learning Focus: *Evidence is used to guide instruction.*

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Formative Assessment Process: Using a Construct Progression: Writing

30-45 minutes

✓ **Face-to-Face**

Materials:

- Writing Construct Progression
- Student Writing Sample(s) (either from participants' classroom or *My Tooth is Gone* from Appendix C: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects)
- *Implementing the Formative Assessment Process* handout
- *Implementing the Formative Assessment Process:* Notes for the Facilitator

Pre-Learning Option:

Prior to this professional development activity, ask participants to select three to five student writing samples to bring to the meeting. In addition, encourage participants to review the writing construct progression in preparation for the meeting.

Directions:

1. Review the Writing construct progression has needed.
2. Ask participants to work either independently or with a partner and select a student writing sample they brought from their classroom or use a writing sample from Appendix C: CCSS ELA, such as *My Tooth is Gone*.
3. Using the selected example, as well as the Writing Construct Progression, ask participants to reflect on the formative assessment process as they complete the *Implementing the Formative Assessment Process: Writing* handout.
4. To summarize, have the whole group discuss one/some/all of the Five Critical Components, asking participants to provide examples of each using their selected work sample.

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of three parts: understandings, skills, and performance descriptors.
- Construct progressions help teachers identify a student's current learning status and where the student likely needs to move next along the continuum of learning and development.

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STUDENT WRITING SAMPLE

Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasen't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

Student writing sample from Appendix C: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, pg. 17.

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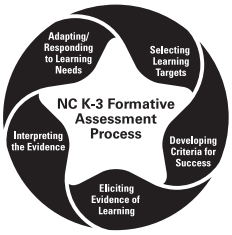

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

NC K-3 Formative Assessment Process Critical Component	Directions	My Notes
	Describe how the evidence of learning was **elicited**.	
	Analyze the evidence to identify the skills the student demonstrated. This is **the student's current learning status**.	
	List examples of **specific descriptive feedback** for the student, **based upon which criteria for success have been met and which criteria have not been met and why**, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	
	Using the student's current learning status **identify the learning target** as the **next step** along the construct progression. Learning targets can be established with the student using "I can" statements.	
	Define **the criteria for success**. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.	

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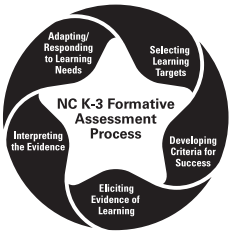

NOTES FOR THE FACILITATOR

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

K-3 Formative Assessment Process Critical Component	Directions	My Notes *Morning Meeting Literacy Activity*
Eliciting Evidence of Learning	Describe how the evidence of learning was **elicited**.	This narrative was produced in class and the student received some support from the teacher.
Interpreting the Evidence	Analyze the evidence to identify the skills the student demonstrated. This is **the student's current learning status**. What additional evidence may you wish to gather?	For this writing sample, the student writes with an introduction "I recall one winter night", related content, and a sense of closure. This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun I is also capitalized consistently, and almost all the words are spelled correctly. The writer uses an apostrophe correctly. For this writing sample, it is likely that the student's current learning status is **Skill H**.
Adapting/ Responding to Learning Needs	List examples of **specific descriptive feedback** for the student, **based upon which criteria for success have been met and which criteria have not been met and why**, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	In your writing, you are beginning to use descriptive details (character, setting, events). You did that right here: *I recall one winter night. I was four. My sister and I were running down the hall and something happend.* You are beginning to use different kinds of sentence structures. You also used commas correctly. *Boy! did we cry. Then it felt funny.* *So I ran down the hall, like I wasen't supposed to, and showed my mom and dad.* The teacher plans to involve children in creating a list of word choices for commonly used words (e.g., said, good) to help strengthen students' writing.

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	Using the student's current learning status **identify the learning target** as the **next step** along the construct progression. Learning targets can be established with the student using "I can" statements.	This student also builds knowledge about the topic, uses some details (ran down the hall, felt funny), writes with some attention to conventions with various sentence structures and word choices (Skill I). Therefore, this student's learning target is **Skill I** on the progression because he/she is developing these skills. With the student, develop I Can statements for Skill I: • I can re-read my writing to help me with my word choices and adding details. • I can use the revising and editing check sheet with my partner and on my own to have different kinds of sentences.
	Define **the criteria for success**. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.	The teacher decides to post the writing models and provide copies of the revising and editing check sheet to clearly articulate the criteria for success. Thus, the criteria for success created with this particular student might be: I know what successful writing looks like, and I can use the model posted on the classroom wall and the **revising and editing check** sheet to make my writing the best it can be.

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Learning Focus: *The NC K-3 Formative Assessment Process.*

Self-Reflection: NC K-3 Formative Assessment Process

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45-60 minutes

✓ **Face-to-Face**

Materials:

- *Self-Reflection: NC Formative Assessment Process*
- Link to the self-reflection survey (to be created by the District Implementation Team)

Pre-Learning Activity:

Prior to the face-to-face meeting, email the *Self-Reflection: NC Formative Assessment Process* to the participants. Ask participants to complete the self-reflection in an effort to help identify their current practices regarding the five critical components of the NC Formative Assessment Process. Ask participants to bring their completed self-reflection to the upcoming face-to-face meeting.

Sample Email:
We have been learning about the Five Critical Components of the NC K-3 Formative Assessment Process. By completing this self-reflection, we will be able to identify our strengths and our needs, and we'll develop strategies for enhancing our formative assessment practices.

- Attached, you will find the *Self-Reflection: NC Formative Assessment Process*.

1. Complete the self-reflection.
2. In an effort to learn about our strengths and needs as a district, please re-enter your self-reflection scores on the survey (see link below). Your personal entry will remain anonymous.
3. Bring a hard copy of your self-reflection to the meeting on ____ to assist with goal-setting and identifying strategies for reaching these goals. Your self-reflection is a tool for your use and will not be collected.

Link to the self-reflection survey _____

Directions:

1. Prior to the meeting, review the data from the self-reflection survey and compile the data into a graph/report for distribution at the meeting.
2. At the meeting, share the overall results of the self-reflection with the participants. Note particular strengths of the team and particular areas of focus.
3. Next, form job-alike groups (e.g., teachers, assistants, coaches, administrators, support staff) and, while reflecting on the data from the survey, invite them to discuss the following questions:
   - How can I support the components of the self-reflection in my current role?
   - How can I support others in their endeavors to promote the components of the self-reflection?

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4. Invite job-alike groups to share their thoughts and responses from their table discussions.
5. Conclude by asking each participant to record two or three short-term goals related to their individual self- reflection (e .g., putting a component in place, improving a particular aspect).

KEY POINT: The NC K-3 Formative Assessment Process is intended to be an ongoing and integral part of the instructional and learning process for teachers and students.

- The NC K-3 Formative Assessment Process focuses on the whole child.
- The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.
- A teacher can learn about his/her students in a variety of ways during instruction and collect evidence about students using a variety of strategies.
- Evidence is used to guide instruction.

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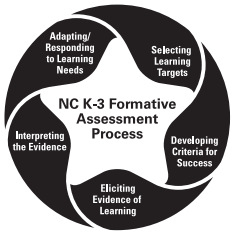

SELF-REFLECTION NC K-3 FORMATIVE ASSESSMENT PROCESS

Critical Component	Description of Practice	In place	Partially in place	Not in place
Selecting Learning Targets	I select learning targets with students using the next step along the construct progression.			
Developing Criteria for Success	I use performance descriptors from the construct progressions to develop criteria for success, engaging students in the development (when appropriate).			
	I model strategies to illustrate criteria for success, and my students independently refer to these criteria while learning (some students may require scaffolding and support).			
Eliciting Evidence of Learning	I use planned, multiple, ongoing assessment means to provide insight into skills along the construct progression while instruction is occurring and learning is underway.			
	I use a balance of both child-initiated and teacher-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.			
Interpreting the Evidence	I interpret evidences of learning from the use of multiple assessment means and locate students' current learning status along the construct progressions.			
Adapting/ Responding to Learning Needs	I provide non-graded, descriptive feedback that highlights which criteria for success have been met and which have not been met and why.			
	My students use the descriptive feedback I provide to move their learning forward.			
	I make timely adjustments to instruction based upon students' current learning status.			

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Learning Focus: *The NC K-3 Formative Assessment Process.*

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Making Connections

45-60 minutes

✓ **Face-to-Face**

Materials:

- *Find It-Try It* recording sheet
- *Find It-Try It* Notes for the Facilitator
- Access to the K-3 NC Formative Assessment Process platform: www.nc.teachingstrategies.com
- *Making Connections* recording sheet
- *Making Connections* Notes for the Facilitator

Pre-Learning Activity:

Prior to the face-to-face meeting, email the *Find It-Try It* recording sheet to the participants. Ask participants to sign into their account on the NC K-3 Formative Assessment Process platform and review the tasks on the *Find It-Try It* recording sheet. Then, ask participants to record responses to each task as directed as they navigate the platform. Ask participants bring their completed *Find It-Try It* recording sheet to the upcoming face-to-face meeting.

Sample Email:
The NC K-3 Formative Assessment Process platform was created to support your implementation of the formative assessment process in your classroom. The attached activity is designed to familiarize you with the features and functionality of the technology platform. Attached, you will find the *Find It-Try It* recording sheet.

1. Sign-in to your account: www.nc.teachingstrategies.com
2. Review the tasks on the *Find It-Try* It recording sheet.
3. As you navigate and explore the system, record your responses to each task as directed.
4. Bring your *Find It-Try It* recording sheet to the meeting on ____ . We'll review our answers together and then make connections between the platform's functions and the Five Critical Components of the NC K-3 Formative Assessment Process.

Directions:

1. Discuss the answers to the *Find It-Try It* recording sheet. You may wish to refer to the *Find It-Try It* Notes for the Facilitator handout.
2. Now that participants have some familiarity with platform and the Five Critical Components of the formative assessment process, ask participants to work together with a partner to identify ways that the platform can support the Five Critical Components. Ask participants to record their thoughts on the *Making Connections* recording sheet.

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3. Once participants have had an opportunity to discuss the connections, ask participants to share their connections with the whole group. Elaborate or extend the participants' contributions as needed using the Making Connections Notes for the Facilitator.

Follow Up Activity:

Ask teachers to use their smart device (e.g., tablet, phone) to collect a variety of evidence (without assigning a learning status) using the NC K-3 Formative Assessment Process app. Then, at the next face-to-face meeting or during a PLC, ask teachers to explore how to upload that evidence to the platform, locate the uploaded evidence on the platform, and assign a learning status.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can enter observational notes, collect work samples, and talk with families. (Optional: take photos, record videos, and/or record students speaking)
- All of these methods of documenting evidence If student learning help to inform planning and instruction.

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FIND IT- TRY IT
Recording Sheet

This activity is designed to familiarize you with the features and functionality of the NC K–3 Formative Assessment Process technology platform. Exploring a new technology on your own is a great way to learn what it can do and how you can use it to accomplish your tasks. Have fun exploring!

Directions: Sign-in to your account: www.ncteachingstrategies.com. As you navigate and explore the NC K-3 Formative Assessment Process technology platform, record your responses to each task below as directed.

Task	Response
What information did you find on your home page?	
Click the **Support & Resources** button to locate and watch the Getting Started video tutorial. Name one thing that you learned from the video tutorial.	
Name the tabs that are visible on the technology platform.	
What kinds of files can you upload using the **Evidence tab**?	
If you uploaded evidence from the NC K-3 Formative Assessment **app**, where is that uploaded evidence located on the platform?	
Where is the feature located that allows you to assign an uploaded piece of evidence to more than one child?	
How could you find out how many pieces of evidence you have entered for all the students in your class?	
What is the purpose of the **Sandbox**?	
Find and describe two ways to view a performance descriptor on a construct progression.	
On a construct progression, which view shows only one skill and its performance descriptors?	
Which report in the **Reports tab** could you use to show learning statuses for your entire class for a particular progression?	
When would the **Status Summary** tab be used?	

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FIND IT- TRY IT
Recording Sheet

Task	Response
What information did you find on your home page?	Technology platform news/updates Progress completing the formative assessment process
Click the **Support & Resources** button to locate and watch the Getting Started video tutorial. Name one thing that you learned from the video tutorial.	Answers will vary.
Name the tabs that are visible on the technology platform.	Evidence Status Summary Communication Reports Children
What kinds of files can you upload using the **Evidence tab**?	Photos, videos, audio recordings, observation-based notes, work samples
If you uploaded evidence from the NC K-3 Formative Assessment **app**, where is that uploaded evidence located on the platform?	Click on the "View Evidence" tab located under the Evidence tab All evidences in the View Evidence tab is organized by student name and date. You can also assign a learning status within the app.
Where is the feature located that allows you to assign an uploaded piece of evidence to more than one child?	From the "View Evidence" tab, select the piece of evidence that you wish to assign to multiple students. Then, click on "Edit" (located to the left of the screen). You will be taken to the "Add Evidence" screen where you can select the names of the students you wish to add to this piece of evidence. Be sure to click "Save" before exiting.
How could you find out how many pieces of evidence you have entered for all the students in your class?	Generate an Evidence Status report
What is the purpose of the **Sandbox**?	To practice using the technology platform without using live data.
Find and describe two ways to view a performance descriptor on a construct progression.	In "Skill View" (by default) and in "Progression View" by clicking the "Show Performance Descriptors" button
On a construct progression, which view shows only one skill and its performance descriptors?	Skill View
Which report in the **Reports tab** could you use to show learning statuses for your entire class for a particular progression?	Class Profile Report
When would the **Status Summary** tab be used?	The Status Summary is used by kindergarten teachers in an effort to fulfill the kindergarten entry NC requirement.

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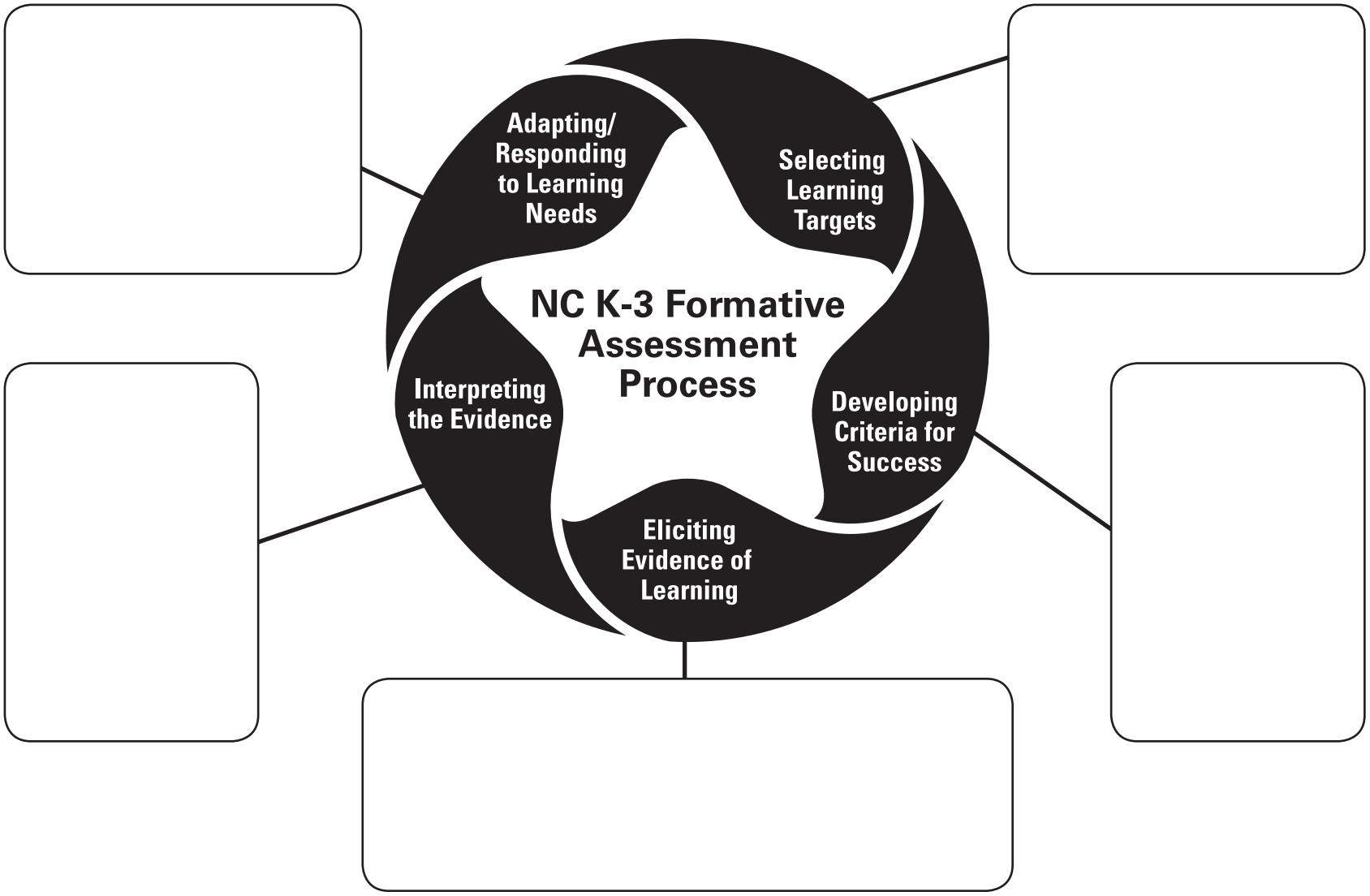
MAKING CONNECTIONS

Directions: Identify ways that the platform can support the Five Critical Components of the NC K-3 Formative Assessment Process. Record your ideas in the appropriate box.



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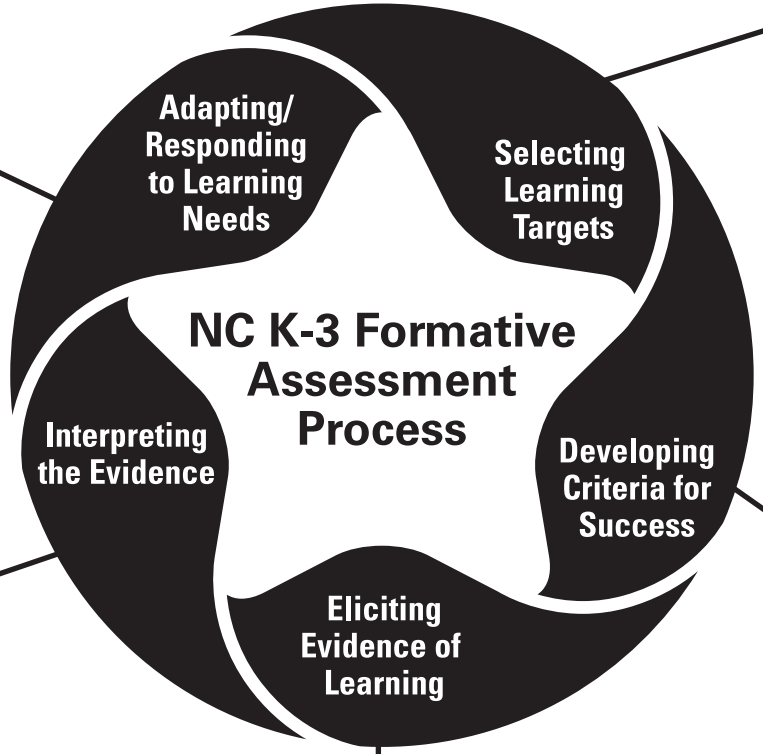
MAKING CONNECTIONS

Directions: Identify ways that the platform can support the 5 Critical Components of the NC K-3 Formative Assessment Process. Record your ideas in the appropriate box.

The performance descriptors and situations provide research-based examples for how a teacher could instruct and/or elicit additional evidences of learning.



The platform helps the teacher to see the construct progression, where the student's current learning status is and use this information to identify the next understanding/ skill the student likely needs to learn (learning target). The platform also allows the teacher to review previous learning statuses made and note progress over time.

Once the evidences are entered on the platform, the teacher can toggle along the progression to read the skills and performance descriptors. This information helps the teacher interpret the evidence to make a learning status.

The construct progressions and performance descriptors provide concrete examples that can be used to help to identify the criteria for success.

The platform and the app support the teacher's ability to collect and organize evidences. Photos, videos, anecdotal notes, & voice recordings can be uploaded into the platform. A teacher can review previous evidences stored on the platform. The teacher can also access the situations on the platform, which provide examples for how a teacher may go about eliciting evidences of learning.

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COMMUNICATING THE NC K-3 FORMATIVE ASSESSMENT PROCESS WITH FAMILIES

BACKGROUND INFORMATION

The importance of strong home-school partnerships is recognized by both teachers and families and well-documented in the literature. For example, research has shown that children whose families are engaged in their schooling have more positive attitudes toward school and perform better academically, a finding that is consistent across all income and education levels, as well as across cultural backgrounds (Allen &Tracey, 2004). Families who feel good about the relationship with their child's school hold higher expectations for their child. When school personnel actively reach out to families and honor their contributions, relationships between home and school are strengthened (Iruka & Barbarin, 2009; Mapp, 2003), and the development of a student's self-efficacy, academic achievement, and emotional development is supported (Wang & Sheikh-Khalil, 2014).Tina Durnad's (2011) research regarding kindergarten found that parental involvement in schooling was central to early school success and was a significant predictor of children's literacy skills.The research is clear: families are key stakeholders in educating students, and opportunities for engagement are central to student's successes.

Finding ways to connect with families gives teachers the opportunity to learn about the child and plan appropriate educational experiences, while helping families learn about their child in school and understand ways they can support their child at home.Therefore, it is important for schools to work collaboratively with families and facilitate opportunities for families to be advocates in their child's social and academic endeavors (Anonymous, 2007). When school personnel actively reach out to families and caregivers, welcome them to school, honor their contributions, and connect with them through the children, relationships between families and school staff are strengthened (Iruka & Barbarin, 2009; Mapp, 2003). By learning from each other and working together, teachers and families are collectively better able to support the child's learning and development.

In an effort to support development of these relationships, family focus groups were held across North Carolina to understand families' perceptions regarding the NC K-3 Formative Assessment Process. Information collected from these focus groups indicated that while parents look to teachers for information about their children's academic and behavioral performance, they also wish to share information about their children regarding learning styles and personality traits, so teachers can better meet the needs of their students.Therefore, the NC K-3 Formative Assessment Process includes questions (in English and Spanish) designed to help teachers learn from families about the unique strengths and needs of each child in their classroom. One component provides questions that have been designed to gather information from families about their child in an effort to help teachers meet the child's needs. Open-ended questions that encourage families to share information about their child can help teachers learn important information and strengthen the teacher's ability to meet the child's needs. Ideally these questions would be used during a face-to-face conversation that occurs at the beginning of the school year (e.g. home visit, conference). A personal phone call might also be used if face-to-face meetings present challenges. Whichever method is used, the goal is to use questions as a starting point for an ongoing conversation between home and school regarding their child.

Another way to support open communication between school and families about the NC K-3 Formative Assessment Process is to carefully communicate with families in a way that supports a partnership. School and home have the same-shared goals; both are committed to the development and education of the child. In order to partner with the family on behalf of the child, two-way communication is paramount. One way to open the lines of communication is to be sure that anything communicated from the school about the NC K-3 Formative Assessment Process is done in a thoughtful and meaningful manner, and that the message is delivered through the best channel (e.g., face-to-face, written, verbal). When a message contains the right amount of information and is delivered in a way that the readers can understand it, the message becomes effective and families are more likely to communicate.

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Learning Focus: *A teacher can collect evidence about students using a variety of strategies.*

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Communicating the Formative Assessment Process with Families

60-90 minutes

✓ **Face-to-Face**

Materials:

- *Communicating with Families* PowerPoint
- *Current Channels of Communication* handout
- *Tips for Effective Communication with Families* handout
- *Channels of Communication* handout
- *What a Teacher Might Say to Families about the NC K-3 Formative Assessment Process* handout
- *Resources for Communicating the NC K-3 Formative Assessment Process to Families* handout
- *Planning for Home-School Communication* handout
- *NC K-3 Formative Assessment Process: Family Communication Plan* handout

PART I: EFFECTIVE COMMUNICATION CHANNELS

Directions:

This two-part activity will support participants' efforts to 1) identify current and explore additional communication channels of communication and 2) make a communication plan for sharing information about the NC K-3 Formative Assessment Process with families.

PART 1: IDENTIFYING CHANNELS OF COMMUNICATION

1. Ask participants to list the various channels of communication (e.g., home visits, conferences, newsletters, texts, emails) currently used with families. They may generate this list either as an individual on the *Current Channels of Communication* handout or as a group on chart paper.
2. After participants have had a moment to generate a list, discuss the special considerations, advantages, and limitations of each channel of communication.
3. Next, review the *Tips for Effective Communication with Families* handout. Ask participants what *additional tips they suggest adding to the list. You may also wish to use the Communicating* with Families PowerPoint.
4. Then, explore the *Channels of Communication* handout. Ask participants to add, if applicable, any channels of communication and special considerations, advantages, and limitations previously discussed. Then, ask participants to discuss the advantages and limitations of the remaining channels.

PART 2: PLANNING FOR FAMILY COMMUNICATION

1. Group participants by school. Once the participants have had ample time to discuss channels of communication, ask participants to review the list of resources on the document *What a Teacher Might Say to Families about the NC K-3 Formative Assessment Process* as well as the *Resources for Communicating the Formative Assessment Process to Families* identified on the handout and located on the wiki.

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2. After reviewing the handouts and resources, ask participants to use the *Planning for Home-School Communication* questions and the *Family Communication Plan* handout to make a plan for how these resources can support efforts to share information about the NC K-3 Formative Assessment Process with families (participants may wish to revisit the *Tips for Effective Communication with Families* handout as needed).

3. Conclude the activity by identifying team roles to help support communication efforts. For example, select a point person to proofread all written communication to families and a facilitator to help keep the team's plan on target.

Follow-Up:

Following this professional development activity, ask participants to choose a question to ask one or more of their families. What did they learn about their students that they did not already know? Ask a similar question of the school personnel. What did they learn from the families that validated information already learned about the student?

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

ENGAGING FAMILIES IN THE NC K-3 FORMATIVE ASSESSMENT PROCESS

- Families are important partners in the education of children. By working collaboratively with families, outcomes for children are improved.
- Two-way communication is essential for achieving those improved outcomes. Families have information about their children that will help teachers, and teachers have information about students that will help families.

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CURRENT CHANNELS OF COMMUNICATION

Channel of Communication	Considerations	Advantages	Limitations

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TIPS FOR EFFECTIVE COMMUNICATION WITH FAMILIES

✓ **Do ask families what channels of communication work best for them.**

- Use multiple communication channels when communicating and receiving important information.

✓ **Do remember your audience. Families are busy.**

- Be concise. Succinct and direct messages are easily read. Short messages are often better received and remembered than lengthy letters.
- Be clear. Use simple language so every word can be understood.
- Be complete. Include all of the information in your correspondence the first time so you will not have to clarify in a second correspondence.
- Be conversational. Present the information in a way that invites interaction.
- Re-check your correspondence for accuracy before sending.

✓ **Do consider cultural differences when communicating with families.**

✓ **Do consider how often you will send messages.**

- Strive to communicate often and consistently.
- Send written communication to homes on the same day each week, so families know when to expect it.

✓ **Do consider the message and the best channel for communicating that message.**

- General information is likely best received through one channel, while specific information about their child is likely best received through other channels.
- Be specific regarding the channels that you would like to receive communication. This, too, may be dependent on what is being communicated (e.g., change in transportation, upcoming vacation).

✓ **Do respond in a timely manner.**

- Let families know when they can expect a response from you (e.g., respond to email message in 24 hours).

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CURRENT CHANNELS OF COMMUNICATION

Channel	Considerations	Advantages	Limitations
Blogs	Update regularly		
Class Parent-Volunteers			
Curriculum Share			
Classroom Website	Update regularly		
Email			
Facebook			
Face-to-Face: • Conferences • Curriculum Share Events • Parent Night • Open House			
Home Journals/ Learning Logs			
Homework Folders			
Multimedia (PowerPoint, Prezi)			
Newsletter			
Letter to Families			
Open House/Parent Night			
Personal Notes/Letters			
Postings Outside Classroom: • Information Easel • Signs and Notices on Classroom Door			
PowerSchool			
Report Cards			
Telephone Calls			
Texting			
Twitter			
Video/Animoto			
Wiki	Update regularly		

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PLANNING FOR HOME-SCHOOL COMMUNICATION

- What information should we communicate to families?

- In which order shall we share the information?

- Which channel of communication is best for conveying this message?

- Considering our school's population and the communication processes we have identified, are we being culturally responsive?

- Do the provided resources meet our needs? Does the information need to be revised to meet the needs of our families so that the message is conveyed in a way that allows all of our families to understand it?

- Are there additional resources we need to create to support our communication efforts about the NC K-3 Formative Assessment Process?

- How will we receive feedback from families regarding our communication efforts?

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NC K-3 FORMATIVE ASSESSMENT PROCESS: FAMILY COMMUNICATION PLAN

Message	Channel's of Communication	Person's Responsible	Send Date	Evidence of Completion

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WHAT A TEACHER MIGHT SAY TO FAMILIES ABOUT THE NC K-3 FORMATIVE ASSESSMENT PROCESS

The purpose of the NC K-3 Formative Assessment Process

"The formative assessment process helps me to get to know your child really well. It is a strengths-based process. That means I'm observing your child to find out what s/he knows and can do. It helps me identify his strengths and interests. With this information, I can guide his/her instruction by planning opportunities and activities to help him/her meet his/her learning goals."

The inclusive nature of NC K-3 Formative Assessment Process

"The formative assessment process is for all children. It is a process that helps every child reach his/her potential. It identifies what your child can do, and s/he can show what they know in different ways. S/He can show me his/her understanding in what s/he says, does, makes or writes. If we already have certain strategies and/or accommodations in place to support learning, then I keep using them when I observe, probe, and gather information. Then I can figure out what s/he needs next in learning and development and provide the instruction for growth."

An illustration of the NC K-3 Formative Assessment Process

"This is an example of what a formative assessment process looks like in the classroom. We've been reading *Goldilocks and the Three Bears* during read aloud time. The children are really interested in the story, so I'm going to use their interest to learn more about their development in the areas of listening and speaking. So, I ask the children to imagine that the three bears decided to move to a new part of the woods so that Goldilocks couldn't find them. I ask the children to work together to build the three bears a new house in the block area. As the children work together to build a new house for the bears, I observe them working and listen to their conversation. As they are working, I listen, observe, ask questions, and make notes. I'm looking to see how children express their thoughts, how much they stay on topic, and if they allow other children to take turns during the conversation."

The Five Domain of Learning and Development

"This year we are observing children in two domains (or areas of learning and development). The Cognitive Development Domain is about learning how to learn. I will observe your child's ability to learn, organize and how s/he uses his/her new learning in more complex ways through counting in math. The second domain is Language Development and Communication. This is about learning to communicate. I will observe your child as s/he learns about the alphabet, begins to read, and how well s/he follows directions. I welcome any information you may learn at home about these areas. Next year we will observe all five domains."

Sharing evidence and data gathered

"As I share evidence with you, discussions will address where your child is in his/her current learning and development. Wherever your child is in his/her learning and development is our starting point. We will talk about what to do to enhance your child's learning and development. For example, I will set up opportunities and activities to grow his/her learning and development based on the goals set. We will also talk about what you see your child doing at home, because what you share about your child will help support his/her learning as well."

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RESOURCES FOR COMMUNICATING THE NC K-3 FORMATIVE ASSESSMENT PROCESS TO FAMILIES

PowerPoint Presentation: *NC K-3 Formative Assessment Process (Formal)*
This PowerPoint provides information to families about the NC K-3 Formative Assessment Process and could be shared with families during school events, such as an open house, curriculum night, or family night. The six PowerPoint slides contain notes and talking points for the presenter and may be adapted, modified, and adjusted as needed. (NOTE: The content is the same as the themed PowerPoint.) At the conclusion of the presentation, families are invited to complete the survey, Partnering with Families.

PowerPoint Presentation: *"POP" In to Find Out What's New in Your Child's Classroom (Themed)*
Delivered in a fun popcorn theme, *"POP"* In to Find Out What's New in Your Child's Classroom, this PowerPoint provides information to families about the NC K-3 Formative Assessment Process and could be shared with families during school events, such as open house, curriculum night, or family night. The eight PowerPoints contain notes and talking points for the presenter and may be adapted, modified, and adjusted as needed. (NOTE: The content is the same as the formal PowerPoint.) At the conclusion of the presentation, families are invited to complete the survey, Partnering with Families.

Invitation: *"POP" In to Find Out What's New in Your Child's Classroom*
This sample invitation uses a fun popcorn theme to advertise the event and determine who plans to attend.

Reminder: *"POP" In to Find Out What's New in Your Child's Classroom*
This sample reminder flyer uses a fun popcorn theme to help remind families about the upcoming event.

Sign-In Sheet: *"POP" In to Find Out What's New in Your Child's Classroom*
This sample sign-in sheet uses a fun popcorn theme to keep track of family members who attended the event.

Family Brochure: *NC K-3 Formative Assessment Process*
This one-page flyer for families explains the NC K-3 Formative Assessment Process in a Q&A format. The flyer is available in English and Spanish as a PDF on The Office of Early Learning's wiki page for printing purposes and may also be purchased from NCDPI Publications.

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FOLLOW UP ACTIVITIES FOR YOUR DISTRICT IMPLEMENTATION PLAN

FOLLOW-UP ACTIVITIES FOR YOUR DISTRICT IMPLEMENTATION PLAN

Once your participants have viewed the video and engaged in an activity that focuses on the key points, use these Follow-Up Activities with the following audiences to further enhance their learning:

AUDIENCE	FOLLOW-UP ACTIVITIES
Teacher & Assistant	• Read/view the *5 Domains of Learning and Development* LiveBinder. • Set goals for creating or enhancing learning centers or stations. • Take before and after pictures of classroom – centers, reading area, math station, etc. • Visit a colleague's classroom for ideas regarding varying learning formats (e.g., center or learning station), classroom organization, management, strategies for collecting data, etc. • Complete the *Self-Assessment: Effective Practices That Support a Formative Assessment Process*. Use the self-assessment to set goals for creating a learning environment that supports the formative assessment process. • Choose one critical component of formative assessment. Ask a colleague to observe you in one of the following ways: 1 lesson, 1 center activity, and 1 plan for instruction. Have a follow-up discussion with your colleague about how to strengthen your teaching in the chosen focus.
Principal & Assistant Principal	• Work in partnership with support staff and district leadership to ensure a united front and a consistent message. • Show support by visiting classrooms and acknowledging that teachers are taking first steps in this work. • Use the *Self-Assessment: Effective Practices That Support a Formative Assessment Process* resources to help support teachers' use of effective practices and creation of effective learning environments for their students. • In order to learn about where teachers are currently in their practice, ask them to complete the *Self-Assessment: Effective Practices That Support a Formative Assessment Process*. Then, use the information to guide next steps for professional development or to set personal goals. • Regularly support efforts by promoting this vision with district personnel and other stakeholders, including families, community members, and the school board.
Support Staff (district & school level)	• Work in partnership with school and district leadership to ensure a united front and a consistent message. • Review materials on the *NC K-3 Formative Assessment Process* wiki and make recommendations to teachers and administration about particular aspects that may be helpful in achieving their goals. • Show support by visiting classrooms and acknowledging that teachers are taking first steps in this work. • Regularly support efforts by promoting this vision with district personnel and other stakeholders, including families, community members, and the school board.
District Leadership	• Work in partnership with school leadership and support staff to ensure a united front and a consistent message. • Show support by visiting classrooms and acknowledging that teachers are taking first steps in this work. • Regularly support efforts by promoting this vision with district personnel and other stakeholders, including families, community members, and the school board.

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